



Focus area: Computing

Curriculum considerations for children across all areas of SEN in Computing

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing where appropriate.
- Recognising and celebrating where children with SEN are talented in this area.

Additional enhancements

Key Learning Challenges:

Understanding vocabulary
Understanding instructions.
Understanding instructions for tasks.
Explaining their ideas
Potential for sensory triggers
Low awareness of danger.

Communication and Interaction

- Breaking down instructions into small chunks,
- Providing visual reminders of instructions.
- Scaffolding language
- Labelling equipment
- Provide visual prompts for each small step.
- Switch toys
- Big Mac/ voice recorders for key ideas.

Key Learning Challenges:

Recalling previously taught knowledge/
skills.
Working memory
Understanding vocabulary.
Developmental understanding of online
safety at a lower age.

Learning and Cognition

- Provide visual prompts for each small step.
- Present art projects one step at a time
- Additional practise for fine/gross motor skills.
- Tick list/visuals of steps.
- Ensuring equipment is appropriate for children with limited fine motor control/manual dexterity.
- Visual/verbal reminders about using equipment safely.
- Providing multisensory learning opportunities e.g. real objects, using body in direct way, exploring natural materials.
- Use backward chaining and show examples of finished product.
- Additional focus on e-safety

Key Learning Challenges:

Likely to have gaps due to missed
learning.
Difficulties around
concentration/task completion.
Emotional dysregulation.
Vulnerable to unsafe use of devices.

Social, emotional and mental health

- Using task planner/task chunking.
- Time framing and use of timers.
- Check ins
- Checking understanding/ small group/individual modelling
- Visual prompts
- Being clear about safety with equipment.
- Backward chaining – allowing children to experience success.
- Increased focus on e-safety.

Key Learning Challenges

Physical difficulties around using
equipment.
Being able to hear the
teaching/instructions
Visual difficulties

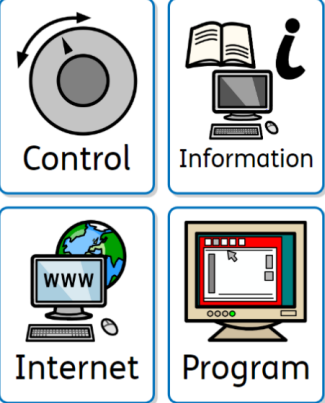
Physical and Sensory

- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Aids to support learning e.g. jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (eg for rulers when drawing)
- Providing a parallel activity e.g. computer simulation rather than manipulating a brush.
- Adapted printed resources where needed.
- Eye gaze technology, switches

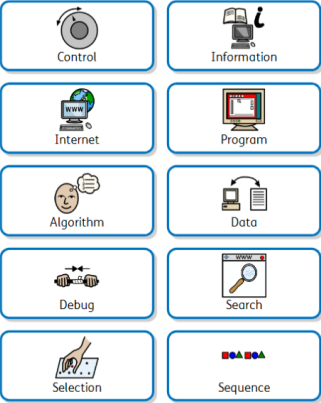
EYFS Example	KS1 Example	KS2 Example
<ul style="list-style-type: none"> - Vocabulary mats with visual prompts. -Use of visuals/reduced language to explain learning. -Checking understanding/ small group/individual modelling. -Thinking time. <p>Switch toys</p>	<ul style="list-style-type: none"> - Vocabulary mats with visual prompts. -Checking understanding/ small group/individual modelling -Use of visuals/reduced language to explain learning -Breaking down instructions into small chunks -Increased opportunities to for repeated practice of a new skill -Thinking time. 	<ul style="list-style-type: none"> - Vocabulary mats with visual prompts. -Breaking down instructions into small chunks -Use of visuals/reduced language to explain learning -Checking understanding/ small group/individual modelling -Increased opportunities to for repeated practice of a new skill -Thinking time.

What does this look like in practice? (pictorial examples)

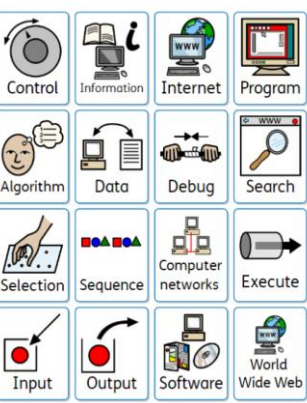
EYFS computing vocabulary




Y1 computing vocabulary

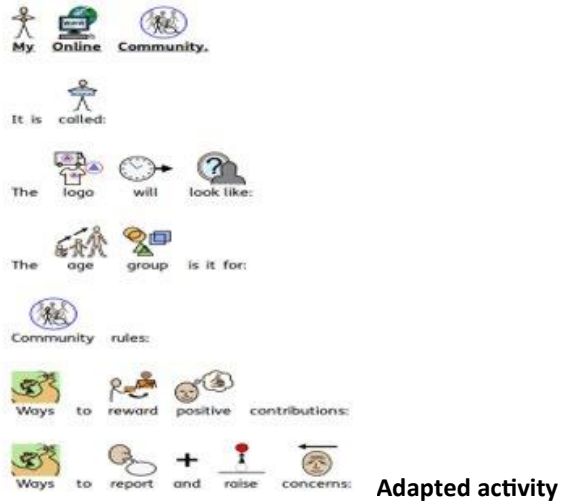


Year 2 computing vocabulary



KS2 computing vocabulary





Adapted activity

