



SEND / EAL Provision: Computing

These strategies could be implemented to ensure pupils identified as having SEND could access the Art curriculum.

Cognition & Learning	Communication & Interaction	EAL
<p>Links to prior learning are explicitly made. Lesson starters and questions relate to prior knowledge. Topics such as coding and spreadsheets are revisited each year.</p> <p>Computing partners provide peer support.</p> <p>Ensure multi-step tasks are delivered in chunks.</p> <p>Pre-teach vocabulary, key skills and ideas and ensure key vocabulary is visible around the classroom.</p> <p>Visual aids and modelling used in lesson input.</p> <p>Each lesson to follow the same structure to reduce cognitive overload.</p> <p>Streamlined software on Purple Mash ensures familiarity and builds pupil confidence.</p>	<p>Visual prompts and modelling included in every lesson input.</p> <p>Allow children the opportunity to talk through their responses to questions.</p> <p>Pre-teach vocabulary, key skills and ideas.</p> <p>Computing partners provide peer support.</p> <p>Sensory breaks. Quiet area for children to work in.</p>	<p>Pre-teach vocabulary.</p> <p>Provide vocabulary lists related to each topic.</p> <p>Scaffolding to generate ideas.</p> <p>Modelling and frequent checks for understanding.</p> <p>Guided work initially before independent practise.</p> <p>Translation of key vocabulary into native language.</p>
SEMH	Sensory - Visual	Sensory - Hearing
<p>Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety.</p> <p>Ensure children have appropriate space to work.</p> <p>Always use clear simple language.</p>	<p>Use of whiteboard resources for every lesson input.</p> <p>Accessibility settings can be adapted on laptops and iPads as necessary.</p> <p>Zoom facility can be enabled on laptops and iPads.</p> <p>Carefully considered seating to ensure children can see clearly.</p>	<p>Use lots of visual resources to explain key concepts.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Ensure seating is appropriate - that the pupil can see the teacher clearly, be mindful of possible better hearing in one ear</p>



<p>Use positive approaches, identify pupil strengths and praise these.</p>	<p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p>	<p>Ensure that you have the child's attention before you speak.</p> <p>Allow thinking and talking time and clearly indicate both using visual aids.</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p>
<p>Motor Skills</p>		
<p>Ensure children are given extra time if needed to complete tasks they may find difficult.</p> <p>Dough disco/finger gym before beginning the session.</p> <p>Adult support using devices.</p> <p>Use of USB mouse for laptops where necessary.</p>		