

## SEND across the curriculum

*What do we do across school to support SEND needs?*

### Subject: Computing

*As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?*

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs. Do subject specific additional resources need to be purchased? Examples: large keyboards and high-resolution screens (Smart TVs) to support sight impairment.
- **Resources-** We are fortunate enough to have a wealth of computing resources in our school. These include: computers, interactive whiteboards, laptops, smart TVs, iPads. All are used on a daily basis to support children with special educational needs. Computing resources are used on a daily basis in a variety of formats (lesson input, target groups, intervention, touch typing and one on one learning support).
- **Teaching and learning-** To make ICT lessons inclusive, teachers in our school anticipate what barriers to taking part and learning particular activities, lessons or themes may pose for pupils with particular SEN and/or disabilities. Planning is adapted accordingly.
- **Reducing barriers-** Purple Mash Computing planning considers ways of minimising or reducing barriers so that all pupils can fully take part and learn.
- **Flexibility-** Some pupils with SEN and/or disabilities may sometimes work on different activities, or towards different objectives, from their peers. Inclusion and flexibility is key to successful learning for all in our school. We set suitable learning challenges and respond to our pupil's diverse learning needs.
- **Awareness and understanding-** Fully understanding the children in our care allows us to provide tailored, personalised learning for all- this is something we pride ourselves on in our school.

- We ensure we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Targeted skills selection across the whole school (see computing scheme explained)</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Targeted skills selection across the whole school (see computing scheme explained)</li> </ul>	<ul style="list-style-type: none"> <li>• Resource allocation allows for children for may be working away from the class group with 1:1 support</li> </ul>	<ul style="list-style-type: none"> <li>• Braille keyboards</li> <li>• Smart TV to support sight impairment</li> </ul>

*Are assessments based on knowledge rather than scores in tests and ability to record work? How?*

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record. Examples: photos, teacher assessments, verbal explanations

*Are we challenging SEND pupils in this subject?*

- Skill progression documents allow us to pin point key objectives and use them to challenge more confident children in Computing. They also allow us to ensure deeper learning of skill understanding with the Purple Mash 'skill checker' document.

*How do we help SEND pupils retain their knowledge?*

- Knowledge organisers
- Sticky knowledge focus
- Use of knowledge pots
- Learning sequences
- Repetition
- T.A. support
- Skill progression documents