Computing

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In computing adaptions may also include or be reflected through;

- Scaffold learning so that learners benefit from support during initial phases of learning.
- Adapt tasks to make the curriculum accessible to all. For example, tools such as CodeJumper and Blocks4All can be used for learners who are visually impaired.
- Focus your instruction and encouragement on solving problems and the problem-solving process, rather than finding a single right answer.
- Emphasize guided inquiry, designing learning opportunities where learners can ask questions, explore, try different approaches and challenge their own and each other's ideas.
- If a learner struggles with complex, multi-step problem-solving, give them additional support in the beginning, then slowly remove the support once learners build their skills and confidence.
- Look for stories and experiences about using computer science that will be meaningful and relatable to your learners.
- Familiarise learners with Tier 2 words by embedding them into classroom displays and lesson activities.
- Careful selection of colours within resources, installing a screen reader and magnifier aids.
- Show examples of common errors/misconceptions and work with learners to improve literacy within given text.
- Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.
- During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.
- Provide learners with a glossary of key terms which they can refer to during the lesson.
- Embed opportunities to recall key terms within lessons.
- Model answers and get learners to look at and discuss completed examples.
- Assess and use learners' prior knowledge to create links between old and new content.

For further guidance and information on creating inclusive computing lessons please refer to
https://nasen.org.uk/page/nasenco