



Rationale for SEND pupils within Computing

At the Federation of Ripley Endowed, Kettlesing Felliscliffe and Beckwithshaw Community Primary Schools, our Computing curriculum aims to develop children’s understanding of technology and prepare them to become confident, responsible, and creative digital citizens. We encourage pupils to explore how technology works and to use digital tools safely, effectively, and purposefully. The curriculum is inclusive, accessible and ambitious for all including pupils with SEND.

We aim to create a learning environment where children feel confident using technology to create, problem-solve, communicate, and collaborate. Through engaging lessons, pupils develop key skills such as computational thinking, coding, digital literacy, and online safety, which support learning across the wider curriculum and prepare them for life in a digital society.

Our curriculum follows a clear, progressive pathway, carefully sequenced to build on prior learning and ensure all pupils, including those with SEND, can access and succeed in computing. We embed inclusive teaching practices, practical, hands-on activities, and multi-sensory approaches to engage every learner.

Ultimately, we aim to equip pupils with the knowledge, confidence, and creativity to use technology safely, responsibly, and effectively, fostering a lifelong appreciation of digital learning and innovation.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within Computing?

Maintaining an inclusive learning environment	In Computing this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> ● Clear and simple instructions given and provided in different ways (spoken, broken down, visual) ● Seating positions carefully thought through allowing for peer or adult support ● Areas of the classroom are labelled to allow for independent resourcing ● Individual resources ● Access to iPads & laptops 	<ul style="list-style-type: none"> ● Clear tasks given ● Peer assessment ● Peer support ● Teacher assessment ● Teacher support ● Personalised task ● Independent resourcing ● Clear, simple, engaging display ● Visual cues and references ● Scaffolded instructions



<ul style="list-style-type: none"> • Different font size used where necessary • Accessible, engaging display materials 	
Multi-sensory approaches	In Computing this could look like...
<ul style="list-style-type: none"> • Adaptive teaching strategies are used in lessons to accommodate for all learners • Alternatives offered to written recording • Visual timetable • Visual picture cues 	<ul style="list-style-type: none"> • Instruction commands – children can touch cards to create an algorithm then test it. • Physical roleplay, acting out scenarios (i.e. use of directional language) • Real life objects (i.e. data handling, lego building) • Screenshots/printed instructions • Avoiding black text on white background • Use of images, icons, buttons/symbols to help pupils recognise tools • Visual demonstrations through video and modelling • Subtitled videos (if auditory needs) • Regular breaks from screen to reduce fatigue
ICT	In Computing this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> • Pupils have access to typing programmes to develop their key skills and touch typing e.g. Nussy, Clicker, Spelling Shed • Pupils can access voice-recognition software e.g. Word dictate to support recording • Screen background is adapted for pupils with visual difficulties of dyslexia 	<ul style="list-style-type: none"> • Using specific apps to aid with reading / writing / spellings • Nussy Spelling intervention • Assistive technology – Clicker, dictation • Purple Mash access at home for familiarisation • Teaching pupils how to adjust screen settings (brightness, contrast etc) • Headphones • Seated near interactive whiteboard
Assessment	In Computing this could look like...
<ul style="list-style-type: none"> • Pupils have access to unit chapter page • Pupils receive verbal and written feedback • Teachers use targeted questioning to check and extend 	<ul style="list-style-type: none"> • Verbal feedback (traffic light systems, verbal reflection) • Visual prompts • Small achievable targets
Adult Support	In Computing this could look like...
All pupils are encouraged to be as independent as possible	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND.



including pupils with SEND.

- Adult support is planned for within lesson plans.
- Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently.
- Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties.
- Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.
- Adults offer opportunities to break down tasks into more manageable chunks.

• Directed adult support enables pupils to access visual/verbal prompts to support retention

- 1:1 adult support for children where needed
- Model the task for pupils
- Prompting pupils through questioning
- Guidance and support with using equipment (headphones, mouse, keyboard, tap touch)
- Engagement and positive feedback to support confidence
- Facilitate paired or group work
- Tasks in small gradual steps
- Observing pupils as they complete tasks
- Extra time to complete computing tasks
- Word banks for unfamiliar vocabulary