



Adaptive Teaching for Children with SEND in Computing

Implications for Teaching and Learning in Computing

As a general principle, we maintain high expectations of all children. It should not be assumed that children on the SEND register are less capable of achieving the expected standard in any curriculum area. However, teachers should consider the following reasonable adjustments in order to ensure that all children are able to access the content of this curriculum area as, 'All children have a right to an education' Article 28.

Area of need	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
<p>Adaptive Teaching Techniques to Consider:</p>	<p>Have ear defenders available if required.</p> <p>Have vocabulary visible</p> <p>Visual instruction</p> <p>Model examples of work clearly – taking into consideration child seating position in class.</p> <p>Check understanding after input</p> <p>Connect learning to personal experience</p> <p>Offer brain breaks if there are signs of information overload.</p>	<p>Have vocabulary visible</p> <p>Repeat clear and precise instructions</p> <p>Have written and visual instruction</p> <p>Demonstrate and show worked examples through modelling</p> <p>Taskboard /Now – Next board</p>	<p>Written/visual instructions</p> <p>Remembering vocabulary</p> <p>Show/demonstrate clear worked examples</p> <p>Repeating instructions</p> <p>Explicit instructions</p> <p>Word/definition bank – visual</p> <p>Check understanding after input</p> <p>Consider partner – Mixed ability</p> <p>Open & Closed questioning opportunities</p>	<p>Team / partner work (careful pairings)</p> <p>Visual instruction/ written instruction</p> <p>Worked/modelled examples</p> <p>Clear end points</p> <p>Clear expectations</p> <p>Modelling and explanations clarity</p> <p>Own resources/working alone where appropriate</p> <p>Connect learning to personal experience</p> <p>Well planned transitions – ie between carpet and</p>	<p>Enabling accessibility features</p> <p>Seating and positioning</p> <p>Clear worked examples</p> <p>Vocab lists</p> <p>Written/ visual instruction</p>

			<p>Opportunities to explore new programmes</p> <p>Relearning / overlearning</p> <p>Connect learning to personal experience</p> <p>Concrete resources such as beebots</p>	<p>desk & to and from computer suite</p>	
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