GORSEWOOD PRIMARY SCHOOL

SEND IN *Computing*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
To have high expectations of what a SEND child can understand or explain during a Computing lesson. Be ambitious of what our SEN children can achieve. Computing provides different ways for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. SEN children historically can achieve and sometimes exceed their peers when completing Computing tasks. For children to develop skills that make them life-long learners when it comes to computing and technology. To encourage children to solve problems through a process rather than finding a single right answer by being encouraged to ask questions, explore, try different approaches and challenge their own and others' ideas.	• Revisiting vocabulary at the start of lessons and reinforcing the expected outcome so they have a clear idea of their journey. • Visual links to keywords for help recalling key parts of a computer. • Model the correct use of vocabulary. • Mixed pairing and grouping of children to encourage conversations when discussing how to programme or debug an algorithm. • Revisiting previous code and key facts learnt. • Prompts for discussion lessons with visuals where appropriate. • Support with being able to share their opinions / beliefs clearly to their peers. • Adult support and guidance where needed. • Using child's support plan access arrangements and quality first teaching in all lessons. • Flexibility of extending time for children with SEN. • Amending equipment used to enable full access to learning. • A curriculum that focuses on developing skills to become life-long learners. • CS First uses videos to support learners with skills, through the CS First classroom they can access these as and when they need them and review them and pause to support.