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 achieve and learn during a PE lesson. Children are able to take control of their own learning where they have responsibility and ownership to challenge themselves. To support children to build resilience and self esteem. To help children to develop skills they need to become life-long learning specialists who have both an understanding and have a positive relationship with physical activity.	• A range of resources are available to the children to ensure they can access the learning (i.e. a range of different sized and weighted balls to develop catching skills). • A spiral curriculum that has a child centred approach where children are guided to to work at their level and pace, with PE acting as a vehicle to develop 6 key learning areas. • A curriculum that focuses on developing skills to become life-long learners rather than PE skills. This removes the pressure of physical ability therefore enabling all children to succeed at their own pace. • Opportunities to work in a collaborative way. Working in partners or small groups allows the children to voice their own ideas and opinions, building their confidence, boosting self esteem and developing their social skills. This also enables children to feedback to each other and think critically about their work and performance, setting new targets and aspirations. • Revisiting vocabulary at the start of lessons and reinforcing the expected outcome so they have a clear idea of their journey. • Adult support and guidance where needed. • Use the learners preferred communication methods e.g verbal, makaton, symbols or a combination. • Using child's support plan access arrangements and quality first teaching in all lessons. • Flexibility of extending time or adapting tasks for children with SEN. • Carefully consider space for learners and adapt the environment appropriately for them. • Adapt equipment to make lessons inclusive and accessible.