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**Inclusion & Equality at The Acorns Primary School**

**Meeting the needs of all children including those with Special Educational need or disability**

Article 28: Every child has the right to an education

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| Strategies for Inclusion in Computing | |
| Whole School | Clear instructions: I do – We do – You Do  Pre-teaching  Preparation for lesson (now/next)  Opportunities to practice and overlearn; opportunities to make a mistake in a safe space  Equipment - Change the resources (specific scissors, pencil grips, use of coloured paper/overlays)  SEND Knowledge Organiser  Adult support  Sign supported English is used when required using expert TA  Reduce written expectations e.g use of laptops to type written work |
| Early Years | Varying levels of hands on activity, to suit sensory needs.  Additional levels of visual aids.  Focused continuous provision to develop skills in computing  Application of skills and time to practice throughout the day (indoors and out).  Staff use visual aids on a 1:1 basis to reinforce what has been taught.  Sensory resources used to support children with their focus during direct teaching sessions.  Sign supported English used to introduce new vocabulary and used to confirm existing vocabulary.  Reduce ICWs (Information carrying words)  Include use of objects of reference to support understanding  Use of recordable buttons/talking tins  Now/Next boards |
| KS1 | Labels typed up to match rather than children writing.  Some lessons completed as a group rather than individually.  Small groups lead by Teacher  Use of mixed ability groups/pairs to complete work.  QR codes to use locate/retrieve information  Activities which relate to current learning |
| KS2 | Types of resources - differentiated  Activities differentiated by outcome  Pre-teaching of key vocabulary  Simplified recording methods  Pictorial Support materials  Small group support  Differentiated questioning  Vocabulary bank  Mixed ability pairs  Sessions broken down into task and brain breaks  1-1 support from TA/teacher  SEND version of knowledge organiser  Use of own device rather than working in pairs |