 

**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 DoPre-teachingPreparation for lesson (now/next)Opportunities to practice and overlearn; opportunities to make a mistake in a safe spaceEquipment - Change the resources (specific scissors, pencil grips, use of coloured paper/overlays)SEND Knowledge OrganiserAdult support Sign supported English is used when required using expert TAReduce 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 computingApplication 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 understandingUse of recordable buttons/talking tinsNow/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 TeacherUse of mixed ability groups/pairs to complete work.QR codes to use locate/retrieve informationActivities which relate to current learning |
| KS2 | Types of resources - differentiated Activities differentiated by outcomePre-teaching of key vocabularySimplified recording methodsPictorial Support materialsSmall group supportDifferentiated questioning Vocabulary bankMixed ability pairs Sessions broken down into task and brain breaks1-1 support from TA/teacherSEND version of knowledge organiser Use of own device rather than working in pairs |