

Our Lady of Perpetual Succour Catholic Primary School



Computing SEND Curriculum statement of intent.

At Our Lady of Perpetual Succour Primary School, we believe a high-quality computing education equips all children, including disadvantaged children and children with SEND, with the skills and knowledge in computational thinking and creativity to help them to understand the world that they live in and be able to be ambitious, successful young people. Computing is a significant part of everyone's lives and we believe that children should be at the forefront of new technology to complement and enhance their learning and experiences in a broad and balanced way.

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?
<p>Computing has strong links to a variety of other subjects such as mathematics, science, design and technology and therefore we believe that, as an essential part of the curriculum, it is also integrated into all areas of learning, using a range of hardware, software and opportunities.</p> <p>At Our Lady of Perpetual Succour Primary School, we recognise that pupils are entitled to quality software and hardware and a structured and progressive approach to</p>	<p>Ensuring that support plans and quality first teaching are used to tailor and adapt the lesson to the individual needs of the child.</p> <p>Emphasise a child's areas of strength and ability when completing activities. This will help build confidence and increase the likelihood of their learning experience being successful.</p> <p>Spiral curriculum to build on previous knowledge.</p>

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the learning of the skills needed, to enable them to use it effectively.

We also recognise the importance of responding to new developments in technology and aim to equip pupils with the confidence and capability to use a range of different devices to enhance their experiences.

We strive to provide a relevant, progressive and enjoyable curriculum for all pupils, as well as using it for a tool to enhance learning throughout the wider curriculum.

Our intent for children with SEND in Computing are:

To have high expectations of what a SEND child can understand or explain during a computing lesson.

We must be aware that a child's technical ability and enquiring mind is not directly related to their writing or maths ability.

Children should be given the opportunity to undertake their own programming activities with support appropriate to their SEND learning needs.

Children must be given the opportunity to ask their own questions as well as complete teacher-led enquiries.

All tasks are adapted to make the curriculum accessible to all.

Modelling tasks and activities, breaking down tasks into steps, providing verbal and written instruction crib sheets, tick lists and providing opportunities for repeated practice when carrying out activity-based learning (coding and programming).

Use of appropriate language at the level for the child to understand. Consider the communication supports and strategies the child currently needs and how these can be utilised to help get the most out of the resource. Familiarise learners with Tier 2 words by embedding them into class displays and lesson activities.

Consider the learning space and organise this to promote collaboration and hands on activities whilst also being mindful of how learners will access their workstations.

Do any physical tasks need to be modified to complete the proposed activities? Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning.

Consider what assistive technology devices could be embedded into practice to give opportunities for all learners to fully access the content

Consider the learning style of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try and provide new information in the style(s) which best meets their needs and consolidate the child's learning through a range of visual, auditory and kinaesthetic cues.

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We also firmly believe the importance of delivering a high-quality E-Safety curriculum, alongside our core computing curriculum.

E-safety is embedded throughout the computing curriculum and supports and consolidates the strong presence of E-safety within our PSHE curriculum.

Learners should be shown how to use technology safely, respectably and responsibly.
Learners need to be able to identify unacceptable behaviour and know how to report outcomes.

Children with SEND may require different teaching methods to learn about online safety, such as: tailored teaching materials, including visual, verbal and multi-media resources.

Build in frequent positive progress and feedback points within a task and regularly check on the child's understanding of the activity.

Adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous. Use TA/1-1 adult support and acknowledge and celebrate even tiny steps of progress. Allow short sensory and movement breaks where needed.

Scaffold learning so that learners benefit from initial support and adapt tasks so that they are accessible. Eg. 'Code Jumper' and 'Blocks4All' can be used for learners who are visually impaired.

Encourage learners to take ownership of their learning.

If appropriate, try to develop co-operation and learning amongst children by sharing tasks and responsibilities within a small group of pupils who are helped to work together towards a shared goal or outcome.

When teaching about **online safety**, learners with SEND may need also need:

- Complex online safety issues to be broken down and explained in greater detail
- To explore issues in a variety of contexts and approaches
- More examples of safe and unsafe practices
- Constant reinforcement and repetition of key safety messages

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- Differentiated teaching resources and materials

Visual resources and verbal support can be useful for learners with SEND, but some learners may respond better to multi-media content such as videos, interactive presentations, screensavers or spoken/sound recordings that they can associate with 'good' or 'bad' decisions.

The CEOP website has a series of videos for KS1 and KS2 with cartoon characters, songs, interactive challenges and rewards to help children learn about staying safe online. There are links below for KS1 and KS2 activities for activities to learn about keeping safe online

KS1: <https://www.thinkuknow.co.uk/4-7s-website/>

KS2: <https://www.thinkuknow.co.uk/parents/articles/band-runner/>

Try to use a variety of resources and see what works or adapt and use teaching resources you know work for your learners.

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