Knutton St Mary's CE Academy - Reasonable adjustments for pupils with SEND in Computing

Inclusive environments –

Awareness of sound and lighting, quiet ventilation, reduce screen glare

Appropriate seating

Accessible, labelled resources

Displays are accessible, visual, tactile, informative, engaging

Availability of low-arousal areas.

Health and safety issues considered and monitored – reduce clutter, assistive technology where required, protection from cyber bullying

Pupils are prepared for unfamiliar learning environments

Peer relationships –
Mixed ability grouping
Clear signalling of transition from whole-class to group or independent work
Paired or small group work
Assigned group work roles to aid group focus

Additional adults –
Pre-teaching vocabulary, concepts, processes
Scaffolding activities & use of equipment
Preparation of resources
Targeted intervention
Chunking tasks

Communication –
Clear, unambiguous language
Key words, meanings and symbols are highlighted and explained
Clear instructions accompanied with visuals
Thoughtful and careful question vocabulary
Different styles and levels of questioning to enable access for all pupils
Alternative methods to communicate when needed
Text and visual aids checked for clarity
Use of PECs.
Processing/thinking time is provided where needed

Multi-sensory approaches –
Use of ICT
Visual aids & prompts
Subtitled film/video
Alternative methods of written recording - drawing, scribing, word processing, mind maps, digital images, video, voice recording
Visual timetables, Now/Next boards
Shared signals
Concrete materials Screen filters
Clear & increased font sizes
Adjusting screen resolution

Memory/Consolidation –
Revising/revisiting taught concepts
Peer to peer explanations
Reduced pressure to remember too much information – provide prompts
Simplify explanations of complex tasks
Use of memory aids - wallcharts, posters, software
Repetition

Assessment –
Clear learning objectives using words, pictures, symbols
Challenging learning objectives
Pupils encouraged to use own strategies
Encouraged to use dialogue
Specific feedback provided appropriately, written or verbally
Targeted questioning