



Curriculum Adaptations **Computing**

**Nanpean Community
Primary School**
*Nurturing Children's
Passion to Succeed*

At Nanpean School our curriculum is designed to ensure full inclusion for all pupils.

The curriculum is adapted to cater for a wide range of need and learning styles, we personalise the learning experiences by making them accessible.

Children with SEND are included in every aspect of what our school has to offer with high expectations for all to reach desired end points.

<u>Area of Need</u>	<u>Curriculum Adaptation</u>
Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">✓ Be prepared to adapt instructions, particularly those that contain unfamiliar technical vocabulary, so that the child can understand them.✓ Provide lots of 'talk' opportunities so that new concepts can be discussed, prior to beginning independent learning.✓ Provide support with typing activities (be aware of phonic knowledge) e.g. logging on, website addresses.
Autism Spectrum Conditions including Asperger's Syndrome (ASD)	<ul style="list-style-type: none">✓ Where possible/necessary, discuss any unfamiliar technical vocabulary that might be used prior to the lesson.✓ Consider using countdown timers to end time on devices.✓ Be aware of competitive games and the outcomes – use of social stories to explain winning/loosing.✓ Use of support sheets/prompts to remember sequences when doing coding activities.
Moderate / Severe / Profound and Multiple	<ul style="list-style-type: none">✓ Provide small steps to complete in independent learning activities as the computing tasks could be unfamiliar.✓ Provide a word bank to explain unfamiliar technical vocabulary.✓ Use modelling on screen to ensure that the child understands how to access programmes and the information within them.

Learning Difficulties (MLD, SLD, PMLD)	<ul style="list-style-type: none"> ✓ Use of accessibility functions within devices, such as speech-to-text, text-to-speech, changing font size, font type, spacing, zoom, voice over, invert colours, change contrast. ✓ Provide support with typing activities e.g. logging on, website addresses.
Dyslexia	<ul style="list-style-type: none"> ✓ Show the child how to enlarge or zoom in on a page when using a computer so that text and images can be clearly read and understood. ✓ Use of accessibility functions within devices, such as speech-to-text, text-to-speech, changing font size, font type, spacing, zoom, voice over, invert colours, change contrast.
Dyspraxia (Developmental Coordination Disorder, DCD)	<ul style="list-style-type: none"> ✓ Provide opportunities for the child to sit in a spot in the classroom where there is plenty of room, particularly when a computer is needed. ✓ Make sure that instructions are clearly explained and repeated if necessary. ✓ Allow extra time to complete tasks, especially when new concepts/programmes/software is being used. ✓ Make use of accessibility functions within devices e.g., speech to text.
Trauma	<ul style="list-style-type: none"> ✓ Use simple, specific instructions that are clear to understand, and deliver these slowly. ✓ Ensure that the child has access to activities that allow for self-regulation.
ADHD	<ul style="list-style-type: none"> ✓ Reinforce instructions on how to use the computing equipment. ✓ Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions. ✓ Use of accessibility functions within devices, such as speech-to-text, changing font size, font type, spacing, zoom, voice over, invert colours, change contrast. ✓ Regular check ins to ensure that the correct resources/websites are being used.
Anxiety	<ul style="list-style-type: none"> ✓ Arrange for another child to be a 'buddy' for computing lessons so they know they can have a consistent friend to help if needed. ✓ Where possible, the child will work in a group rather than independently so that they feel supported if they experience any issues with the computer / other equipment.
Tourette's Syndrome	<ul style="list-style-type: none"> ✓ Provide a list of components to include in a task to aid attention. ✓ Be aware that a piece of work may not be fully completed.
Hearing Impairment (HI)	<ul style="list-style-type: none"> ✓ Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher. ✓ Repeat instructions for independent learning to ensure the child knows what to do. ✓ Ensure that any videos that are shown in computing lessons are subtitled/at an appropriate volume. ✓ New and unfamiliar technical vocabulary is discussed at the start of a new computing unit/lesson. ✓ Ensure that background noise is kept to a minimum, particularly when sound is being used with computers. ✓ Use of accessibility functions on the device, such as mono audio, subtitles/captions etc.
Visual Impairment (VI)	<ul style="list-style-type: none"> ✓ Ensure that the child is taught how to adjust screen resolutions on computers (brightness, contrast) and how to zoom in and out. ✓ Consider the colour of backgrounds and text on interactive whiteboard when teaching and that of the computers when accessing shared documents.

	<ul style="list-style-type: none"> ✓ Ensure that when a computer is being used, it is in a space where there is as little glare as possible. ✓ Consider dimming or switching off the classroom lights during computing lessons. ✓ Allow breaks from using the computer during extended periods of work where there could be the risk of fatigue through continually looking at a screen. ✓ Consider use of accessibility functions, such as text to speech etc.
Physical Disability	<ul style="list-style-type: none"> ✓ Ensure equipment is accessible for the child, e.g. use of keyboards with large keys, roller ball mouse etc. ✓ Make use of accessibility functions within devices e.g. speech to text.