

Adaptions for Vulnerable Pupils – Computing

Teachers will;

- **Set high expectations for every pupil to teach them the full curriculum, whatever their prior attainment.**
- **Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.**

(From Upper Nidderdale Primary Federation SEND Policy – Sep 2022)

- **The school will provide alternative keyboards to support vulnerable children i.e. lowercase keyboards**
- **Teachers will provide phonic sound mats during Computing lessons to support early reading skills.**
- **Teachers will carefully select activities and adapt sessions where necessary to allow vulnerable children to have full access to the activities.**
- **Teachers will provide headphones so that, when possible, the script can be played and followed rather than read.**
- **Teachers will ensure that not only their own computer screen but also the child's screen is a suitable colour for their needs i.e. not using black writing straight on to white.**
- **Teachers will anticipate the barriers to learning before a session to ensure pupils can fully take part and learn. Modifications or adjustments will be made to ensure that everyone is included.**
- **For some specific tasks, teachers may need to provide a 'parallel' activity for pupils so that they can work towards the same lesson objective as their peers but in a different way e.g. using specialist software or equipment.**
- **Teachers will provide rest breaks where necessary if children.**
- **Language is clear, unambiguous and accessible – picture prompts will be used where necessary.**
- **Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.**

<https://dera.ioe.ac.uk/13796/1/informationandcommunicationtechnologyict.pdf>