<table>
<tr><th colspan="5">SEND – COMPUTING</th></tr>
<tr><td>Our Curriculum INTENT</td><td colspan="4">At Fairlands, we believe that computing is a foundational subject that empowers pupils to understand and shape the digital world around them. Our curriculum is built on the Teach Computing Curriculum developed by the National Centre for Computing Education (NCCE).
We teach computing as a distinct subject, while also embedding digital literacy across the wider curriculum. Our approach ensures pupils develop knowledge and skills in three key strands:
- Computer Science – understanding how computers work and learning to program.
- Information Technology – using digital tools to create, organise, and manipulate content.
- Digital Literacy – using technology safely, responsibly, and effectively.
Our curriculum is carefully sequenced to build declarative knowledge ("knowing that") and procedural knowledge ("knowing how"), enabling pupils to:
- Develop computational thinking and problem-solving skills.
- Understand key concepts such as algorithms, data representation, and networks.
- Create digital content using a range of devices and software.
- Engage in programming tasks using age-appropriate languages and tools.
We use evidence-informed pedagogy, including modelling, pair programming, and unplugged activities, to support deep understanding and inclusive participation. Teachers receive ongoing professional development to ensure confident and effective delivery.
As technology continues to evolve, we prepare pupils to be digitally literate, safe online, and ready to thrive in a world shaped by innovation. Our computing curriculum equips them not only with technical skills, but also with the creativity, resilience, and ethical awareness needed for the future.</td></tr>
<tr><td>Areas of Need</td><td>Cognition and Learning
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific Learning Difficulties (SpLD) encompassing a range of conditions including dyslexia, and dyscalculia.</td><td>Communication and Interaction
Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have particular difficulties with social interaction.</td><td>Physical and sensory
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and they may require additional ongoing support and equipment to access all the opportunities available to their peers. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.</td><td>Social Emotional and Mental Health
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention</td></tr>
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				deficit hyperactive disorder or attachment disorder.
Barriers	• Recall of instructions • Use of specific language • Delay between instruction and task results in forgetting • Accessing learning due to poor literacy, processing or cognitive skills • Remembering a coding sequence	• Children may struggle to communicate their view and express opinions • Language and understanding difficulties • Noise – overstimulating • Sharing space and equipment with others • Working in a group	• Recording information • Difficulty in hearing instructions from teacher/peers • Brightness of computer screen • Font and font size • Keyboard and mouse use • Visual and auditory overload on website pages	• Difficulty in taking turns and sharing ('air-time') • Difficulty with not succeeding • Children who struggle may become upset/angry/withdrawn particularly in subject areas they find more difficult • Difficulties when error messages occur • Online safety
Provision	• Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Constant retrieval opportunities and reinforcement • Reduction in verbal instruction • Use of video and photographs to aid recall • Writing frames and sentence stems available • Provide modified version • Use of voice recording • Screen readers • Relevant choice of program • Concrete resources e.g. Beebots, coding caterpillars • Word/definition bank • Coloured paper and 'white'boards	• clear structure of lesson with minimal periods of inactivity • safe space and safe people identified for learning • Pre-teaching and consistency of rules and expectations • Writing frames and sentence stems available • Discuss answer with a partner first to allow processing time • Alternative ways of expressing views e.g. white board, filmed on iPad • Ensure any written information is also explained verbally • Use of simple instructions – small steps with modelling • Visual aids and dual coding • Own set of equipment where possible • Google translate for websites	• positioning in learning space • use of communication in print/signals • visual modelling • instruction in classroom before lesson • audio equipment • Provide additional ways to record info(video/ICT etc) • peer support • specialist and adapted equipment • Ear defenders available • Voice to text capacity • Adjustable brightness • Individual logins with personalised font and font size details • Accessibility tools switched on for individuals • Larger keyboard • Enlarged cursor to aid tracking	• Specific rules and expectations • Work on resilience • Time out/movement breaks • Provide chn with jobs • Have clear expectations of group work • Ensure consistency • Own set of equipment where possible • Clearly defined online safety steps • Modelling of reporting procedures when feeling unsafe • Therabands on chair legs • Adapted seating styles e.g. standing station, gym ball, wobble cushion • Use of fiddle toy

	• Coloured overlays	• Screen readers		

Adaptive teaching key points

- Think **STEP** – Space, Task, Equipment, People
- Pre-teach vocabulary e.g. whilst getting equipment out
- Re-cap vocabulary and skills e.g. whilst putting equipment away at the end of the lesson
- Celebration of disabled key people in the field can show all pupils what is possible – without this, there is a risk of exclusion
- Clarity of instruction, explanations and modelling are crucial
- Ensure resources are suitable for all
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating
- For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons and this should be addressed in the planning and preparation for lessons.