

Computing



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

Possible indicators may include

Physical disability
Fine and/or gross motor difficulties
Sensory/Physical impairment
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining information

EHCP

1-1 TA Support

Occupational Therapy Referral

Motor Needs— access to mouse and/or coloured keyboard/ adapted keyboard

scribing ideas for child

One Page Profile

SEND Support

Group/individual work

Scribing ideas in lessons,

MSU MyPlan Adapted equipment

Use of expert learners to support peers where necessary

Sensory Support Service Referral

Emphasise their discussions and understanding of the concepts through verbal feedback.

Quality 1st Teaching 'Can do' approach for all children, Targeted questioning in lessons

All children work through same activities with the same resources

Sentence stems to aid explanations, Repetition of sentence stems, Growth mindset

Units blocked and clear sequences of work planned,

Opportunities to record in different ways, PowerPoints on non white, clear fonts, Consistent vocabulary displayed each lesson,

Verbal praise, feedback recognises praise and effort, Each lesson reviews previous learning/knowledge,

Each lesson reviews and builds upon previous learning including sticky knowledge,

Vocabulary, collaborative learning, talk partners,

Informal, ongoing, formative assessment to extend progress, in lesson feedback,

Targeted open questions, positive relationships, TA Support where appropriate

Individualised

Targeted

Universal