



Inclusion in Computing



Children with learning difficulties

Inclusive practice:

- Mixed ability pairings/ groupings;
- Concrete resourcing to support data handling sessions: number lines; 100 squares; cubes etc
- QFT supports of chunking, modelling, allowing practise.
- Additional opportunities in KS1 particularly where the children can match, sort, classify and develop comprehension of functions.



Children with speech and language difficulties

Inclusive practice:

- Multi-sensory word-webbing – specific vocabulary needs to have actions/ clapping syllables/ drawing pictures/ also needs to be revisited at the start of each lesson. Extend by linking new vocabulary to it. Include visuals to support learners.
- Consideration of language use – who, what, where, when, why and how questions. Consideration of concepts – language assessments can be requested.
- Visual instruction boards.



Children with SEMH difficulties

Inclusive practice:

- Opportunities to access on a Laptop/Chrome Books/IPAD outside of the classroom.
- Opportunities for shared goal work. In KS1 – small groups and in KS2 – paired work in some units.
- Every single lesson: technology is available apart from KS1 Term 1a.



Children with Physical and Sensory Needs

Inclusive practice:

- Touch typing – additional online supports. E.g. Dance Mat typing;
- Staying Safe Online – additional focus – revising at the start of every lesson.
- Access to Clicker 8 – additional laptops for children with SEND. SEND IPADS – access to Clicker on the IPADS.
- Logitech keyboards that Bluetooth into IPADS for access.
- Colour coded mice/keyboards.
- Roller ball mouse.