

Inclusion COMPUTING



Word banks and picture resources are supplied to assist learners with subject specific and conceptual language. Pre-teaching of vocabulary may be used.



Children may use adapted apps, accessible programs, partner or adult support to access activities. Keyboards, colour backgrounds on screen and font size can be adapted.



Group work or adult supported activities may be used to offer targeted support and additional learning opportunities to those who need it. Children are given opportunities to talk and share their ideas.



Recording of activities can be made on Seesaw through screenshots and activity links.



Provide learners with targeted resources to support their learning and understanding such as concept cartoons, task guides, prompts and visual aids.



Strong teacher-pupil relationships fostered, opportunities for positive praise actively sought, creating safe places to learn for children who view themselves as someone who has potential.



Teachers plan for retrieval opportunities in each session, to practise recalling what they have learnt. The environment is also reflective of this.

Adapted implementation, same intent