

## Inclusion Support Strategies for the Curriculum – Computing

Cognition and Learning:	
Learning Challenge:	Provision:
Understanding the task	<ul style="list-style-type: none"> <li>• Provide step by step, achievable mini outcomes.</li> <li>• Repetition.</li> <li>• Modelling from adult or able student.</li> <li>• Breaking down instructions instead of giving instructions all at once.</li> <li>• Instructions given visually/written down to refer back to.</li> </ul>
Accessing keyboard skills	<ul style="list-style-type: none"> <li>• Modified keyboards - colour coded, textured keys.</li> <li>• Dictation usage.</li> </ul>

Communication and Interaction:	
Learning Challenge:	Provision:
Struggling to follow instructions	<ul style="list-style-type: none"> <li>• Modifying the task.</li> <li>• Allow child to choose a space to work in or resources they want to use.</li> </ul>
Communicating with others in the lesson	<ul style="list-style-type: none"> <li>• Allow time for child to respond to questions.</li> <li>• Give child warning if you're going to ask/ expect an answer to a question.</li> <li>• Use a card system for them to show when they may need support.</li> </ul>

Social, Emotional, Mental Health:	
Learning Challenge:	Provision:
Anxiety towards new/ unfamiliar tasks.  Fear of getting it wrong	<ul style="list-style-type: none"> <li>• Modifying the activity.</li> <li>• Talking to individuals about anxiety and what could be done to improve/help.</li> </ul>

Challenging Behaviour	<ul style="list-style-type: none"> <li>• Allow movement or release breaks/different work environments such as a wall table.</li> <li>• Modify activity and expectations.</li> <li>• Smaller groups.</li> <li>• Clear instructions.</li> <li>• Adult support.</li> </ul>
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### Sensory and Physical:

Learning Challenge:	Provision:
Physical Impairment	<ul style="list-style-type: none"> <li>• Modified resources adult support.</li> <li>• Modified tasks.</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>• Adult support.</li> <li>• Demonstration of how to use equipment.</li> <li>• Larger/smaller space.</li> <li>• Differentiated task.</li> </ul>
Sensory dislike of the computer sounds	<ul style="list-style-type: none"> <li>• Allow child time to try out the resources before the lesson.</li> <li>• Consider a different medium for that child.</li> <li>• Turn sounds off.</li> <li>• Visual modifying screen provided if visually sensitive.</li> <li>• Colour laminate covers provided to visually sensitive dyslexic children,</li> </ul>