Inclusive Practice @ All Saints

Our children with SEND attend, engage, attain and excel



We teach **Computing** to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.



Cognition and learning

Universal	Targeted	Specialist
Explicit Instruction • Explicit instruction • Model tasks (e.g., code demonstrations, walkthroughs, "unplugged" activities before digital) • Give clear, short instructions (1–2 steps) • Begin lessons by reviewing prior learning and vocabulary • Pre-teach key concepts and vocabulary • Rehearse new vocabulary • Include frequent practice and repetition of core concepts (e.g., loops, variables) • Provide visuals to support vocabulary • Combine visual, auditory, and kinaesthetic approaches – demonstrations, videos, and physical computing (e.g. Bee-Bots, keyboards) • Explicit instruction with clear	**High-quality teaching for all** • Provide checklists or process maps (e.g., debugging checklist) for self-monitoring. • Adjust pacing (slower pace, extra processing time) • Inclusive adaptations: modifying the task, altering expectations, teaching specific strategies, changing the approach • Pre-teaching of subject specific vocabulary and concepts • Use pupil passports to ensure staff awareness of individual needs • Individual approach strategies recommended by external staff, e.g. Woodbridge Trust • Provide a distraction-reduced area for focused practice • Now and next for lesson structure • Movement breaks	**Maintain high-quality teaching for all pupils** • Use simplified or block-based coding instead of text coding where appropriate. • Focus on depth by tailoring outcomes • Adapted or alternative outcome goals; focusing on core component skills • Focusing on core component skills **Build on what pupils know — structured, cumulative learning** • Allow extended time and repetition across multiple contexts; revisit content frequently • Reinforce core skills through overlearning and practice in multiple

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	progression: teachers know the subject end points (the content to emphasise and priorities) • Use a cumulative/sequenced curriculum so new content builds on prior learning • Multimedia instruction • Targeted questions **Scaffolding** • Provide visual, verbal, and written scaffolds • Use visual aids and diagrams of algorithms or program flow. • Chunk learning into small steps (knowledge, skills, enquiry) to avoid overwhelming pupils • Task planners to support executive functioning • Adapt primary and secondary sources by highlighting key words, removing complex language, or dual-coding with symbols • Knowledge organisers and key vocabulary (widgets) used to support retrieval of core concepts • Maintain a working wall to support retrieval and working memory • Overlearning opportunities • Mnemonics	**Scaffolding** • Provide word/picture banks to support independent work • Provide task planners or checklists for multi-step tasks • Planning frames and memory supports embedded into activities • Provide structured feedback linked to clear steps or criteria **Cognitive and metacognitive strategies** • Extra rehearsal and overlearning of core techniques • Precision teaching to support learning vocabulary/key facts to automaticity • Multi-sensory, dyslexia-friendly approaches • Provide structured feedback linked to clear success criteria (metacognitive reflection) **Flexible grouping** • Peer mentoring or buddy work • Small-group targeted support • Use mixed-ability grouping for peer support • Provide targeted adult support **Using technology effectively** • Incorporate assistive/adaptive tools	contexts • High repetition with scaffolding and multi-sensory input **Ensure pupils have opportunities to develop independent learning skills** • Offer high scaffolding: step-by-step walkthroughs, guiding questions, repeated modelling • Scaffolded support with one-to-one or small group tuition **Use targeted, small-group and one-to-one interventions** • One-to-one coaching or very small group support • Provide very small group or 1:1 instruction for pupils with significant cognitive or learning difficulties **Work effectively with teaching assistants and specialist staff**

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	Flexible Grouping • Encourage pair programming and peer support • Mixed ability groupings in which peers can model new skills for each other • Peer-assisted learning • Multiple opportunities for guided practice **Cognitive and Metacognitive Strategies** • Provide consistent routines so pupils know what to expect • Task planners to support executive functioning • Include regular, low-stakes retrieval quizzes • Give frequent formative feedback and closely monitor progress, e.g. live marking where possible • Use formative assessment to check understanding at each stage • Maintain a working wall to support retrieval and working memory	(e.g., code snippets, code completion) to reduce cognitive load. • Speech-to-text tools (e.g. WIDGET) to record ideas • Scribe to record verbal responses *(if supported through tech)*	• Personalised curriculum through EHCP • Use specialist assistive technology **Meeting EHCP Requirements (Sections E and F)** • Adult support provided in accordance with the EHCP • Adherence to Section F of the EHCP to ensure all outlined provision is delivered • Personalised curriculum designed and implemented in line with individual EHCP outcomes and targets

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	Technology and Other Approaches for Independence & Accessibility • Read source materials as a class to aid understanding • Coloured overlays available if screened for Irlen's • Dyslexia-friendly print • Ensure equipment is well organised, accessible, and clearly labelled • Minimise unnecessary stimuli in classrooms		
	**Explicit Instruction** • Explicitly teaching the concept • Pre-teach computing-specific terms (e.g., algorithm, loop, condition, variable) • Use clear, simple, and consistent instructions, e.g. 1–2 steps • Rephrase / chunk instructions; check for understanding with pupils • Provide both oral and written instructions, displayed for reference • Model metacognitive strategies by encouraging "thinking aloud" • Build on what pupils know — structured, cumulative learning • Use repetition and choral	**Explicit Instruction** • Pre-teach key vocabulary • For EAL learners or those with language delays: allow a slower pace, pre-teach key vocabulary, and use bilingual resources to allow connections to pupils' first language • Provide peer or adult models of exemplar answers • Colourful semantics to support sentence structure and vocabulary **Metacognitive Strategies** • Allow alternative ways for pupils to demonstrate understanding: drawing, oral responses, or verbal presentations • For pupils with language needs,	**Explicit Instruction** • Provide simplified/adapted language instructions with limited vocabulary demands • Provide simplified language • Frequent reinforcement and repetition; opportunities to revisit tasks and vocabulary many times • Reinforce vocabulary frequently across multiple contexts • Include more repetition, modelling, and

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	responses of key vocabulary and sentence stems **Metacognitive Strategies** • Allow think time and partner talk (think-pair-share) to organise thoughts • Encourage "thinking aloud" to model metacognitive strategies • Break down word etymology or give concrete origins/examples/visuals to support retention • Dual-code vocabulary (word + visual) • Encourage peer instruction and talk partners to clarify understanding • Use structured questions and scaffold responses with sentence frames • Provide sentence stems and sentence starters to scaffold language • Review sessions to reinforce vocabulary and learning, including oracy opportunities	provide scaffolded speaking tasks (sentence starters, frames) • Reinforce key vocabulary with Makaton signs (where appropriate) and visuals/symbols • Use of peer support or talk partners **Scaffolding** • Additional thinking time after questions • Extra time to express ideas orally or via non-verbal form • Facilitate small group or paired work with more fluent peers • Provide peer or adult models of exemplar answers • Speech-to-text technology – WIDGIT • Offer bilingual supports for EAL pupils (translated key terms or dual-language resources) **Flexible Grouping** • Facilitate small group or paired work with more fluent peers • Use of peer support or talk partners • Use pupil passports to ensure staff awareness of individual needs	opportunities to rehearse before public speaking or performance tasks **Metacognitive Strategies** • Allow non-verbal demonstration or assessment for pupils unable to communicate verbally • Alternative ways to demonstrate understanding (e.g. via drawing, collage, show-not-tell) **Scaffolding** • Offer one-to-one or specialist support for expressive and receptive language tasks • Use of communication boards or specialist Speech and Language Therapy input **Flexible Grouping** • Allow non-verbal demonstration or alternative formats to

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	Scaffolding • Use scaffolds for students to describe code, algorithms, or debugging • Use sentence stems, sentence starters, and oracy/listening ladders to support discussion • Use structured questions and scaffold responses with sentence frames • Provide both oral and written instructions, displayed for reference • Rephrase / chunk instructions; check for understanding with pupils • Use clear, simple, and consistent instructions, e.g. 1–2 steps **Flexible Grouping** • Allow think time and partner talk (think-pair-share) • Encourage partner talk, group discussion, and pupil voice • Encourage peer instruction and talk partners to clarify understanding • Oracy: use a listening ladder approach • Use sentence stems, sentence	**Using Technology and Adaptive Teaching** • Speech-to-text technology – WIDGIT • Offer bilingual supports for EAL pupils (translated key terms or dual-language resources) • Reinforce key vocabulary with Makaton signs (where appropriate) and visuals/symbols	enable meaningful participation within group tasks (implicitly supports differentiation) **Using Technology and Other Resources** • Use of communication boards or specialist Speech and Language Therapy input **Meeting EHCP Requirements (Sections E and F)** • Adult support provided in accordance with the EHCP • Adherence to Section F of the EHCP to ensure all outlined provision is delivered • Personalised curriculum designed and implemented in line with individual EHCP outcomes and targets

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	starters, and oracy/listening ladders to support discussion		
	**Explicit Instruction** • Consistent online safety rules (SMART) • Include diverse visuals and role models from computing to foster belonging • Direct instruction • Modelling • Clear expectations • Structured lessons with clear starts and ends • Predictable routines: Clarify lesson structure and expectations • Include pause/reflection times for listening and feedback in a supportive environment • Adult support for children needing help to listen attentively **Scaffolding** • Scaffolding: verbal, written and visual • Choice within tasks to foster ownership • Providing additional opportunities to engage in discussions • Low-stakes speaking	**Teaching:** • Break tasks into smaller chunks to avoid overload • Include rehearsal/practice opportunities in safe settings (e.g., small groups before full class) • Start with lower-stakes tasks (e.g., collaborative work) to build confidence before individual tasks • Teach and support social skills discretely to aid group work and collaborative learning • Scaffold collaborative working skills; define roles in group tasks • Use smaller group tasks to reduce anxiety or overwhelm • Use social stories and clear explanations before new experiences, allowing children to ask questions • Offer supportive feedback, no public shaming, and create chances for success **Metacognitive strategies:** • Task planners for structured sequencing ('now, next, then') and use of timers	**Adult and Individual Support** • 1:1 or small-group adult support for pupils with identified SEMH needs • Individualised behaviour support plans and tailored adjustments to meet emotional or behavioural needs • Use of specialist SEMH interventions, such as therapy, counselling, or play therapy **Emotional and Environmental Regulation** • Provide calming, sensory-friendly materials to support emotional regulation • Adjust the sound and classroom environment to minimise overstimulation or distress • Maintain highly

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	opportunities: Use choral responses, repetition, and paired work before larger performances • Providing hands-on activities **Flexible Groupings and Collaboration** • Collaborative learning: Use pair/group work to encourage peer support • Group work / pair work to build social interaction • Encourage peer support and collaborative learning **Motivation and Confidence Building** • Celebrate progress and success, not just final outcomes • Celebrate small successes to gradually build confidence • Challenges celebrated • Confidence building: Offer low-stakes tasks and scaffolded success early • Constructive feedback: Provide supportive and encouraging feedback • Use of praise and positive reinforcement in every lesson **Classroom Culture and Routines**	• Choice boards / Now/Next boards **Classroom environment and routines** • Distraction-free / quiet areas • Provide calmer / quieter workspaces for pupils who are overwhelmed • Provide quieter zones or reflection spaces for sensory or emotional overload • Movement breaks • Pair students with peer mentors or buddies to support participation • Highly predictable routines with minimal surprises • Scaffold transitions between activities to minimize disruption or anxiety • Establish shared, pre-agreed signals for stopping to give children a sense of security **Social, emotional, and mental health (SEMH) support** • Allow adequate time for completion and engagement • Anxiety management: monitor speaking anxiety and provide strategies (e.g., rehearsal, breathing exercises) • Identified key adult for support	structured and predictable routines to create a sense of safety and stability **Participation and Inclusion Strategies** • Offer alternative ways to participate if speaking or performing in front of others is challenging • Allow pupils to limit public sharing of work if they find it distressing, enabling private reflection or classroom-only sharing • Provide structured and supportive performance opportunities, which can be non-public or small-scale if needed **Meeting EHCP Provisions (Sections E and F)** • Ensure adult support is delivered in line with the pupil's EHCP requirements • Follow all statutory

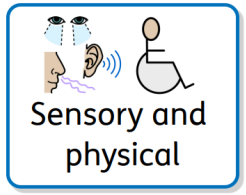
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	• Classroom culture: Normalize mistakes as part of learning and create a risk-tolerant classroom culture where mistakes are accepted • Consistent classroom routines • Clear routines and predictable lesson structure • Regular planned rest breaks • Principles of Nurture: 1. Transitions are significant in the lives of children 2. Children's learning is understood developmentally 3. The classroom and school offer a safe base 4. Nurture is important for the development of wellbeing and self-esteem 5. All behaviour is communication 6. Language is a vital means of communication • Emotion coaching • Unconditional positive regard • Use Zones of Regulation to monitor children's emotions and engagement	• Individual Behaviour Plans for pupils with identified SEMH needs • Offer visual cards for children to indicate feeling overwhelmed • Provide regulation breaks or safe space if triggered • Use pupil passports to ensure staff awareness of individual needs	provisions and outcomes detailed in Section F of the EHCP • Deliver a personalised curriculum that aligns with the pupil's EHCP targets and individual learning goals

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Classroom Environment

- Colour of text/background on presentations adapted
- Coloured overlays available for those with Irlen's
- Ensuring classroom layout is accessible; materials within reach
- Manage sound: reduce background noise, control volume, use clear cues or signals
- Adults ensure that their faces can be seen when speaking and giving instructions
- Visual displays, lighting, acoustics that support sensory processing

Scaffolding

- Adapt group activities to allow all to participate
- Provide access to a laptop for recording

Technology:

Assistive technology (e.g. screen readers, magnifiers, adapted keyboards) should be embedded to ensure equal access

Sensory Needs

- Conduct sensory audits and implement adaptations as needed
- Sensory considerations: allow breaks and opportunities to adjust to sensory load
- Provide more processing time; allow rest/breaks if sensory overload
- Sensory-safe spaces
- Adjustments to environmental lighting
- Wobble cushions

Visual Needs

- Large print, braille, or high contrast visuals
- Use of tactile versions of visual stimuli for visually impaired pupils
- Text-to-speech software (e.g., Widget)
- Provide access to laptops

Hearing Needs

- Hearing needs: ensure pupil faces teacher, use amplification if needed, reduce echo/noise

Motor / Physical Needs

- Use of specialist surfaces, raised tables, support frames

Physical Access and Participation

- 1:1 or specialist support to enable physical participation in tasks
- 1:1 support to access group tasks safely and effectively
- Accessible seating, raised tables, or ergonomic furniture to promote comfort and posture
- Equipment or digital alternatives such as adapted keyboards, iPads, or adjustable desks
- Use of supports such as grab rails, wedges, slings, or harnesses to aid stability and independence
- Explicit instruction on safe use of equipment
- Guided practice with adult support until independence develops.
- Environmental adjustments including clear pathways, reduced

		• Text-to-speech software (e.g., Widget) • Provide access to laptops • Offer multiple ways to complete work: written (hand or computer-assisted), oral (recall/presentation), or drawn Use pupil passports to ensure staff awareness of individual needs	obstacles, and non-slip flooring. **Therapeutic Collaboration and Planning** • Collaboration with therapists (Occupational Therapists, Physiotherapists, or other specialists) to set achievable physical goals • Physical needs assessments carried out by specialist staff (OT/PT) • Individual accessibility planning, including PEEPs (Personal Emergency Evacuation Plans) and therapist input • Ongoing feedback and communication between therapists, teachers, and pupils • Regular review of 1:1 support, physical adaptations, and equipment effectiveness • Timetabling

			considerations to allow access to therapy sessions without missing key learning **Monitoring and Assessment** • Adjust support plans as pupils' physical skills develop and progress is observed • Observations of participation in classroom and playground activities to ensure inclusion • Track participation in classroom tasks to identify barriers and improvements **Sensory and Specialist Provision** • Specialist hearing interventions such as cochlear implant or radio aid support when applicable • Sensory-friendly spaces available for rest or regulation if physical

			exertion leads to fatigue or sensory overload **Meeting EHCP Requirements (Sections E and F)** • Adult support provided in accordance with the EHCP • Adherence to Section F of the EHCP to ensure all outlined provision is delivered • Personalised curriculum designed and implemented in line with individual EHCP outcomes and targets