

Subject: Computing

Adaptive teaching plan

| Barriers to learning | Adaptations required | Resources needed |
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| Communication and Interaction Difficulties following multi-step instructions Receptive language difficulties Turn-taking/interaction difficulties Difficulty understanding technical language | Practical demonstration of skills with written prompts (dual coding) Paired work Adults to support/model Flip/Smartboard to show steps Word bank preteach key concepts. | Vocabulary prompts/word bank Share WAGOLL of the final product and where possible, different stages of the project. Instructions/WAGOLL on flipchart/smart. Clear visual cue to refer to. |
| Cognition and Learning Abstract concepts (such as the Data topics) Problem solving difficulties Retaining knowledge and poor working memory Slow processing speed | Practical learning tools Small step instructions Chunking information, visual prompts that contain prior learning. Review of previous learning Extra time for tasks and reduce task size, preteach key concepts. | Cheat sheets, key word mats, display posters, clear WAGOLL Simplified task sheets, videos for replay and printed instructions |
| Social, Emotional and Mental Health Feeling overwhelmed with missing prior knowledge Listening and attention Group work – sharing/turn-taking Reluctance/anxiety re challenging projects | Review of learning, reduce task size, small step instructions, clear modelling, regular check ins, potentially working within a small group Small steps within the lesson. Regular check ins All children are given a role within a group to give ownership. Build resilience, pair confident children with less confident. | Scaffolding worksheets, clear activities with clear instructions. Job role cards for children to be assigned to. |

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| <p>Sensory and Physical</p> <p>Hearing impairment (HI)</p> <p>Visual impairment (VI)</p> <p>Sensory needs (e.g. environment is noisy, bright screens)</p> <p>Fine and gross motor skills (FGMS)</p> <p>Colour coding issues eg red/green differences</p> | <p>Typed instructions with widget support as needed, modelled to child, working with a small group.</p> <p>Adjustable font sizes and high contrast themes. Use of magnification tools. Clear code formatting.</p> <p>Simplified interspace, headphones, dark mode.</p> <p>Given a mouse rather than a track pad.</p> | <p>Printed out instructions, visual picture prompts</p> <p>Text to speech software</p> <p>headphones</p> <p>Mouse, touch screens, ergonomic keyboards.</p> |
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