Computing Curriculum
St Marys Junior School
Intent Statement

At St Mary's Junior School, our computing curriculum is designed to equip all pupils with the knowledge, skills and understanding required to succeed in an increasingly digital world. Aligned with the National Curriculum and the NCCE Teach Computing curriculum, we deliver a carefully sequenced and progressive programme that develops pupils' understanding across the core strands of computing systems and networks, programming, data and information, and creating media. Pupils are taught to think computationally by designing, writing and debugging programs using sequence, selection and repetition, while developing a secure understanding of how digital systems, networks and the World Wide Web operate. They learn to collect, analyse, evaluate and present data, select and combine a range of software tools purposefully, and create high-quality digital content to achieve specific goals. Online safety and responsible digital behaviour are embedded throughout the curriculum, ensuring pupils learn to use technology safely, respectfully and confidently. Our intent is that all pupils leave St Mary's as digitally literate, creative and independent learners, well prepared for the next stage of their education and for life in the modern world.

SEND in Computing

Computing is a powerful enabler for pupils with SEND. Regardless of an individual child's needs or barriers to learning, technology can be used to increase accessibility, remove limitations and enable pupils to work to their strengths.

Pupils with SEND access the same computing curriculum as their peers, with learning adapted through additional support, adjusted outcomes and a personalised approach based on individual need. Teaching is flexible and responsive, ensuring pupils can engage meaningfully with key concepts and skills.

We are ambitious for what pupils with SEND can achieve in computing. High expectations are maintained, and pupils are encouraged to develop independence, confidence and problem-solving skills. Historically, many pupils with SEND have met and, in some cases, exceeded age-related expectations in computing, particularly where technology allows them to demonstrate understanding in alternative ways.

Modifications to Support Pupils with SEND in Computing

- Teaching is explicitly modelled, with step-by-step demonstrations and worked examples before independent tasks.
- Tasks are broken into smaller, manageable steps to reduce cognitive load, particularly in programming and sequencing activities.
- Instructions and success criteria are provided using clear, simple language, supported by visual prompts, symbols or screenshots where appropriate.
- Alternative ways of recording or demonstrating understanding are offered, including verbal explanations; annotated screenshots; drag-and-drop activities; block-based programming environments.
- Additional time is built into lessons to allow pupils with SEND to complete tasks without pressure.
- Pre-teaching of key vocabulary and concepts is used to support understanding before lessons.
- Repetition and opportunities for overlearning are planned, especially for core skills such as logging in, saving work and using common tools.
- Use of accessible technology, such as larger screens or enlarged text; adapted peripherals (mouse, keyboard, touch devices); accessibility features (text-to-speech, zoom, colour contrast)

- Adult support is strategically deployed to scaffold learning while promoting independence, rather than completing tasks for pupils.
- Expected outcomes are adapted where necessary, while still maintaining ambition and access to age-appropriate content.
- Lessons are paced flexibly, allowing pupils to work at their own speed and revisit learning as needed.
- Pair and group work is used thoughtfully to provide peer modelling and support.
- Ongoing assessment is used to inform responsive teaching, ensuring adaptations are adjusted in line with pupils' progress and needs.

Subject Concepts	**Disciplinary Learning**	**Curriculum Enrichment**
Computing Systems and Networks Programming Data and Information Creating Media	-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	To mark *Internet Safety Day*, the whole school took part in a dedicated assembly focusing on how to stay safe, respectful and responsible online. Key messages around protecting personal information, positive online behaviour and knowing where to seek help were shared with pupils. Following the assembly, every class participated in age-appropriate internet safety learning activities, giving pupils the opportunity to explore online safety in greater depth and apply their understanding through discussion and practical scenarios. Our curriculum includes strong cross-curricular enrichment opportunities by applying computing skills across subjects such as maths, science, English and geography. Pupils use programming, data handling and digital creativity to support learning in other subjects, helping them see computing as a practical, real-world tool and develop transferable problem-solving skills.

		-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
Topic	**Hardware and Software**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 3 Autumn 1 3.1 Connecting computers	Chromebooks- paint tool for chrome	To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network	This unit progresses learners' knowledge and understanding of technology by focusing on digital and non-digital devices.	Digital device, input, process, output, secure, password, cyber attack, program, digital, non-digital, connection, network, network switch, server, wireless access point, network cables, network sockets	Computing Systems and networks
Year 3 Autumn 2 3.2 Stop-frame animation	*iPads-iMotion*	To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation	This unit progresses learner's knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. It builds on learners previous understanding of images.	Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, frame, media, import, transition	Creating Media

		To evaluate the impact of adding other media to an animation			
Year 3 Spring 1 3.3 Sequencing Sounds	Chromebooks -Scratch	To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description	This unit assumes that learners will have some prior experience of programming during KS1 computing lessons.	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug	Programming
Year 3 Spring 2 3.4 Branching databases	Chromebooks- j2data free tools https://www.j2e.com/jit5#branch	To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool	This unit progresses learners' knowledge and understanding of the categories of data handling, with a particular focus on implementation. It builds on their knowledge of data and information from Key Stage 1.	Branching database, attribute, object, group, database, data, information, yes/no question, sort, organise, order, structure, tree structure, identify, compare, decision tree, efficiency.	Data and Information

Year 3 Summer 1 3.5 Desktop publishing	Chromebooks-Canva	To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from Key Stage 1.	Text, image, desktop publishing, font, font size, font colour, template, orientation, placeholder, layout, page layout, purpose, audience, content, edit, copy, paste, resize, position, design, evaluate, communicate.	Creating Media
Year 3 Summer 2 3.6 Events and actions in programs	Chromebooks -Scratch	To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge	This unit assumes that learners will have some prior experience of programming during Key Stage 1.	programming, Scratch, block, command, code, sprite, stage, action, event, event block, action block, motion, sound, looks, sequence, algorithm, test, debug, error, logical error, sequence error, keying error, run the code, pen block, extension block, direction, maze, design,	Programming

				trace, line, size, colour, position	
Topic	**Hardware and Software**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 4 Autumn 1 4.1 The Internet	Chromebooks-various websites	To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	This unit progresses students' knowledge and understanding of networks from that developed in the Year 3 Connecting Computers unit.	Internet, Network, Network of networks, Computer network, Local network, Router, Server, Client, Internet Service Provider (ISP), World Wide Web (WWW), Website, Web page, Web browser, Hyperlink, Data, Information, Digital content, Online, Offline, Ownership (of content), Access, Create, Publish, Reliable, Accurate, Trustworthy, False information, Secure, Security, Personal information	Computing Systems and networks
Year 4 Autumn 2	Chromebooks- *Twisted Wave or Audio Mass* or	To identify that sound can be recorded	This unit progresses students' knowledge and	Audio, Sound, Record, Playback,	Creating Media

4.2 Audio production	*iPads- GarageBand*	To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio	understanding of creating media, by focusing on the recording and editing of sound to produce a podcast.	Input, Output, Input device, Output device, Microphone, Headphones, Speaker, Digital audio, Podcast, Audio file, Sound file, Track, Multiple tracks, Mixing, Selection, Editing, Export, Save, File, Ownership, Copyright, Permission	
Year 4 Spring 1 4.3 Repetition in shapes	Chromebooks-Scratch	To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome	This unit progresses students' knowledge and understanding of programming. Within the Year 3 units, Programming A- Sequencing Sounds and Programming B- Events and Actions in programs, learners will have an awareness of the sequence of commands in a program.	Programming, Code, Algorithm, Sequence, Pattern, Repetition, Loop, Repeat, Command, Code snippet, Value, Procedure, Debug, Debugging, Trace, Decompose, Shape, Angle, Turn, Degrees, Logo, Turtle, Pen, Forward, Left turn, Right turn	Programming

Year 4 Spring 2 4.4 Data logging	Chromebooks & *Data Harvest Vu+ data logger-EasySense 2 App*	To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions	This unit progresses learners' knowledge and understanding of data and how it can be collected over time to answer questions. Specifically, it builds on the concept of answering questions with data.	Data, Information, Data logging, Sensor, Input device, Data logger, Environment, Measurement, Data point, Data set, Logging interval, Automatic, Manual, Collect, Record, Monitor, Analyse, Review, Graph, Table, Variable, Question, Pattern	Data and Information
Year 4 Summer 1 4.5 Photo editing	Chromebooks-Paint tool for Chrome	To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image	This unit progresses students' knowledge and understanding of digital photography and using digital devices to create media. Learners will have had some exposure to images and their manipulation.	Image, Digital image, Photo, Photo editing, Edit, Crop, Resize, Rotate, Adjust, Filter, Enhance, Original image, Edited image, Save, Save as, File, Format, Reuse, Evaluate, Effectiveness, Choice, Impact, Compare	Creating Media

Year 4 Summer 2 4.6 Repetition in games	Chromebooks-Scratch	To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition	This unit assumes that learners will have some prior experience of programming. The skill of sequence, is introduced in the Year 3 programming units: Sequencing Sounds and Events and actions in programs. However, experience of other languages or environments may also be useful.	Programming, Game, Scratch, Code, Blocks palette, Code area, Stage, Sprite, Algorithm, Sequence, Repetition, Loop, Repeat, Forever, Count-controlled loop, Value, Event, Event block, Action block, Animate, Efficient, Efficiency, Test, Debug, Debugging, Error, Modify, Refine	Programming
Topic	**Hardware and Software**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 5 Autumn 1 5.1 Systems and searching	Chromebooks-Google Slides	To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To identify how to use a search engine To describe how search engines select results To explain how search results are ranked	This unit progresses learners' knowledge and understanding of computing systems. This unit progresses students' knowledge and understanding of the internet from that developed in the Year 4 The Internet.	System, Computer system, Small-scale system, Large-scale system, Connection, Digital, Input, Process, Output, Communication, Protocol, Packet, Address, IP address, Internet,	Computing Systems and networks

		To recognise why the order of results is important, and to whom		World Wide Web (WWW), Search engine, Search query, Database, Algorithm, Ranking, Advertisement, Index, Search results, Filter, Collaboration, Chat, Cloud, Shared document	
Year 5 Autumn 2 5.2 Video production	*iPads-iMovie*	To explain what makes a video effective To use a digital device to record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video	This unit progresses learners' knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 Photo editing unit where composition is introduced and the Year 3 unit 'Stop-frame animation' where learners explored some of the features of video production	Video, Video production, Recording, Playback, Editing, Clip, Sequence, Trim, Split, Import, Export, Save, Project, Device, Camera, Microphone, Audio, Sound, Dialogue, Character, Setting, Theme, Storyboard, Script, Timeline, Transition, Animation, Green screen, Effect, Evaluate, Reflect	Creating Media

Year 5 Spring 1 5.3 Selection in physical computing	Chromebooks, *Crumble controller starter kit + motor –* *Crumble Code App*	To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project	This unit assumes that learners will have prior experience of programming using a block-based language (e.g. Scratch) and understand the concepts of sequence and repetition.	Programming, Physical computing, Selection, Condition, If, Then, Algorithm, Sequence, Input, Output, Input device, Output device, Microcontroller, Crumble controller, Component, LED, Motor, Switch, Connection, Circuit, Signal, Program, Test, Debug, Debugging, Variable, Repeat	Programming
Year 5 Spring 2 5.4 Flat-file databases	Chromebooks-Just 2 Easy Database	To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually	This unit progresses learners' knowledge and understanding of why and how information might be stored in a database and looks at how tools within a database can help us to answer questions about our data.	Data, Information, Database, Flat-file database, Record, Field, Table, Row, Column, Data set, Sort, Filter, Search, Group, Order, View, Value, Query, AND, OR, Chart, Graph, Visualise, Interpret, Organise, Present,	Data and Information

		To use a real-world database to answer questions		Real-world database	
Year 5 Summer 1 5.5 Introduction to vector graphics	Chromebooks-Google Drawings or Google Slides	To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To apply what I have learned about vector drawings	This unit progresses learners' knowledge and understanding of digital painting and has some links to the Year 3 'Creating media – Desktop publishing' unit, in which learners used digital images.	Vector graphic, Raster graphic, Vector tool, Image, Shape, Line, Path, Node, Curve, Fill, Stroke, Colour, Resize, Rotate, Scale, Layer, Order, Arrange, Group, Ungroup, Duplicate, Edit, Selection tool, Drag, Handle, Zoom	Creating Media
Year 5 Summer 2 5.6 Selection quizzes	Chromebooks-Scratch	To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program that uses selection To create a program that uses selection To evaluate my program	This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of 'sequence' (Year 3 units: Sequencing Sounds and Events and actions in programs) and 'repetition' (Year 4 units: Repetition in shapes and Repetition in games), and have some experience of using 'selection'. Ideally, learners will have completed	Programming, Quiz, Question, Answer, Option, Selection, Condition, If, Then, Else, Boolean, True, False, Algorithm, Sequence, Input, Output, Variable, Score, Correct, Incorrect, Compare, Decision, Test, Debug,	Programming

			‘Programming A – Selection in physical computing’ before undertaking this unit, as this will provide them with the required knowledge of ‘selection’.	Debugging, User, Interaction	
Topic	**Hardware and Software**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 6 Autumn 1 6.1 Communication and collaboration	Chromebooks-Google slides	To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication	This unit progresses students’ knowledge and understanding of computer systems and networks developed in the Year 5 Systems and Searching unit, looking at how data is transferred and how the internet facilitates communication and collaboration online.	Internet, Network, System, Communication, Collaboration, Online, Data, Packet, Address, IP address, Protocol, Transfer, World Wide Web (WWW), Website, Web page, Search engine, Index, Web crawler, Algorithm, Ranking, Link, Search term, Refine, Public, Private, Messaging, Email, Video call, Blog, Shared document, Cloud, Permission, Responsible use, Privacy, Safety	Computing Systems and networks

Year 6 Autumn 2 6.2 Webpage creation	Chromebooks-Google Sites	To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people	This unit progresses students' knowledge and understanding from a variety of lessons from the Teach Computing, across different strands: digital writing, digital painting, desktop publishing, photo editing, and vector drawing.	Website, Web page, Home page, Subpage, Browser, World Wide Web (WWW), Hypertext, HTML, Hyperlink, Navigation, Navigation path, Breadcrumb trail, Menu, Header, Layout, Design, Purpose, Audience, Media, Embed, Image, Text, Logo, Colour scheme, Preview, Evaluate, Copyright, Fair use, External link, Publish	Creating Media
Year 6 Spring 1 6.3 Variables in games	Chromebooks-Scratch	To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project	This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of 'sequence' (Year 3 units: Sequencing Sounds and Events and actions in programs), 'repetition' (Year 4 units: Repetition in shapes and Repetition in	Variable, Value, Set, Change, Increment, Decrement, Score, Counter, Timer, Algorithm, Sequence, Event, Condition, Input, Output, Sprite, Game, Simulation, Scratch, Design,	Programming

			games), and 'selection' (Year 5 units: Selection in Physical Computing and Selection in quizzes).	Test, Debug, Debugging, Comment, Motion, Control	
Year 6 Spring 2 6.4 Introduction to spreadsheets	Chromebooks-Google Sheets	To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data	This unit progresses students' knowledge and understanding of data and teaches them how to organise and modify data within spreadsheets. Specifically, learners will have experienced data in tables and charts in the Y4 Data Logging unit and Y5 Branching Database unit.	Spreadsheet, cell, row, column, data, label, formula, calculation, range, duplicate, format, chart, graph, totals, evaluate, values	Data and Information
Year 6 Summer 1 6.5 3D Modelling	Chromebooks-TinkerCAD	To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create a 3D model for a given purpose To plan my own 3D model To create my own digital 3D model	Prior to undertaking this unit, learners should have worked with 2D graphics applications.	3D model, 3D space, object, shape, move, resize, rotate, duplicate, dimensions, position, align, combine, group, ungroup, placeholder, hollow, solid, evaluate, plan, design	Creating Media
Year 6 Summer 2 6.6 Sensing movement	micro:bits and Chromebooks or	To create a program to run on a controllable device	This unit presumes that pupils are already confident in their understanding of	micro:bit, physical computing,	Programming

	Chromebooks and makecode.microbit.org	To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device	sequence, repetition and selection independently within programming.	sensor, input, output, variable, algorithm, sequence, repetition, selection, condition, accelerometer, movement, program, data, debug, test, evaluate, device, input device, output device	

Strategies for supporting pupils with SEND in Computing

Individual Need	Here's how we support everyone...
Attention Deficit Hyperactivity Disorder	• Lessons are highly structured, with clear routines, short tasks and predictable transitions. • Instructions are brief, chunked and supported visually, with one step given at a time. • Teaching is explicitly modelled, allowing pupils to see each stage before attempting it themselves. • Tasks are hands-on and interactive, using technology purposefully to sustain attention and engagement. • Work is broken into short, achievable chunks, with timers or countdowns to support focus and time management. • Distractions are minimised by reducing on-screen clutter and limiting unnecessary tabs or software. • Opportunities for movement and active breaks are built into lessons where appropriate. • Positive, immediate feedback is used to reinforce focus, effort and perseverance.
Anxiety	• Establish clear, predictable routines so pupils know what to expect during computing lessons. • Give simple, reassuring instructions, supported by visual prompts or step-by-step modelling. • Allow pupils to work at their own pace, with flexibility around timing and outcomes. • Create a safe environment for making mistakes, particularly in programming, where errors are normalised as part of learning. • Use calm, positive feedback to build confidence and reduce fear of failure.

Autism	• Provide clear, predictable routines and lesson structures so pupils know what to expect and feel secure. • Use visual supports and modelling, including step-by-step demonstrations, screenshots and worked examples. • Break tasks into small, manageable steps to reduce cognitive overload, particularly in programming activities. • Minimise sensory and cognitive distractions by reducing on-screen clutter and maintaining a calm learning environment. • Offer flexibility in how learning is demonstrated, allowing pupils to show understanding in ways that suit their strengths.
Dyscalculia	• Use visual representations and worked examples to support understanding of sequences, data and algorithms, reducing reliance on number recall. • Break tasks involving numbers, data or variables into small, clearly structured steps, with explicit modelling and repetition. • Allow pupils to demonstrate understanding verbally or visually, focusing on logic and problem-solving rather than numerical accuracy.
Dyslexia	• Reduce reading and writing demands by using visual prompts, icons, screenshots and live modelling alongside verbal instructions. • Provide clear, step-by-step demonstrations and worked examples, particularly for programming and multi-stage tasks. • Allow pupils to show understanding in alternative ways, such as verbal explanations, recordings or annotated screenshots. • Make use of assistive technology and accessibility features, including text-to-speech, spellcheck and adjustable font sizes
Dyspraxia	• Reduce motor demands by using accessible equipment and alternative input methods, such as touchscreens, trackpads, keyboard shortcuts or adapted mice. • Provide explicit modelling and step-by-step guidance, breaking tasks into small actions and allowing time for repeated practice. • Allow pupils to demonstrate understanding in alternative ways, such as verbal explanations, screenshots or peer-supported work, rather than focusing on speed or fine motor precision.
Hearing Impairment	• Make teaching visually explicit, using clear modelling, demonstrations, screenshots and written prompts alongside spoken instructions. • Ensure pupils are well positioned and supported with attention cues, facing the class and reducing background noise where possible.

	• Check understanding regularly and allow pupils to demonstrate learning visually or practically, rather than relying on verbal responses alone.
Toileting Issues	• Allow flexible, discreet access to toilet breaks so pupils can leave and return to lessons without drawing attention. • Maintain calm, predictable routines and avoid unnecessary time pressure during computing activities. • Respond with reassurance and discretion, enabling pupils to re-engage confidently with learning after breaks.
Cognition and Learning Challenges	• Teaching is highly structured and clearly sequenced, with tasks broken into small, manageable steps and learning revisited regularly. • Explicit modelling and visual support are used to demonstrate processes, vocabulary and expected outcomes before independent work. • Pupils are given additional time, repetition and guided practice, with success criteria made clear to support understanding and confidence.
Speech Language & Communication Needs	• Use clear, simple language supported by visuals, including modelling, screenshots, symbols and step-by-step demonstrations. • Break instructions into short, structured chunks, allowing additional processing time before pupils respond or begin tasks. • Provide alternative ways for pupils to communicate understanding, such as pointing, demonstrating on screen, using symbols, or giving brief verbal responses supported by prompts.
Tourette Syndrome	• Respond to tics with calm acceptance and consistency, ensuring they are not highlighted or treated as behavioural issues. • Provide a low-pressure learning environment, allowing pupils to remain focused on tasks without fear of interruption or judgement. • Offer flexibility in participation and responses, enabling pupils to demonstrate understanding through practical work, visual outcomes or alternative methods rather than verbal answers alone.
Experienced Trauma	• Create a predictable, calm learning environment with clear routines and advance warning of changes to reduce anxiety and support emotional safety. • Use clear, supportive communication and modelling, avoiding public pressure, timed performance or unexpected demands. • Allow flexibility in participation and outcomes, giving pupils choice in how they engage and demonstrate understanding, and time to re-regulate if needed.
Visual Impairment	• Ensure learning materials are **accessible**, using enlarged text, high-contrast displays, clear fonts, and adjusted screen settings where required.

	• Use **explicit verbal explanation and modelling**, clearly describing actions and on-screen changes rather than relying on visual cues alone. • Allow pupils to **demonstrate understanding in alternative ways**, such as verbal explanations or supported practical tasks, focusing on learning rather than visual speed or accuracy.

Appendix A:

Education
Endowment
Foundation
SPECIAL EDUCATIONAL NEEDS
IN MAINSTREAM SCHOOLS
Summary of recommendations
1
Create a positive and supportive environment for all pupils, without exception
An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
promote positive relationships, active engagement, and wellbeing for all pupils;
ensure all pupils can access the best possible teaching; and
adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.
2
Build an ongoing, holistic understanding of your pupils and their needs
Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.
3
Ensure all pupils have access to high quality teaching
To a great extent, good teaching for pupils with SEND is good teaching for all.
Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
– flexible grouping;
– cognitive and metacognitive strategies;
– explicit instruction;
– using technology to support pupils with SEND; and
– scaffolding.
4
Complement high quality teaching with carefully selected small-group and one-to-one interventions
Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
The intensity of intervention (from universal to targeted to specialist) should increase with need.
Interventions should be carefully targeted through identification and assessment of need.
Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.
5
Work effectively with teaching assistants
Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
TAs should supplement, not replace, teaching from the classroom teacher.
The EEF's guidance report Making Best Use of Teaching Assistants provides detailed recommendations.

Appendix B “Five-a-day approach” Supporting SEND pupils