



Subject Specific and Generic QFT Approaches – Computing

Although identified within the four broad areas of need, we acknowledge that a child may demonstrate difficulty across more than one area and that a variety of strategies may be used to create personalised programmes for children with SEND. We also acknowledge that QFT is beneficial to all children, not just those with SEND.

Our SEND vision: For all children and young people with special educational needs and disabilities to dream, believe and achieve.

Communication & Interaction

Potential Barriers to Learning

- Sequencing events
- Communication, speaking and listening difficulties
- Sensory overwhelm
- Anxiety
- Focus/concentration difficulties

QFT Strategies/Reasonable Adjustments

- Visual timelines of key vocabulary banks/visuals of key concepts – printed out and not just on the computer they are using
- Pictorial cues to enable sequencing and structure /visual aids.
- A variety of strategies for talk based activities such as paired talk, thinking time, forums, jigsaw groups
- Use of reasonable adjustments such as fidget toys
- Tactile support i.e. removing shoes if uncomfortable
- Use of now/next boards, timers, workstation approach, visual timetables
- Small step learning, one step instructions and repetition of instructions
- Minimal use of abstract concepts and language
- Multi-sensory approach to enable 'sticky' learning
- Use of Purple Mash learning activities – clearly sequenced; pupils able to work at own pace
- Use of headphones to support focus and attention
- Allow choice of iPad/laptop where appropriate



Social, Emotional and Mental Health

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Sensitive content • Withdrawn, depressed behaviours • Difficulty with social interaction • Challenging or disruptive behaviour • Low confidence/self-esteem • Overwhelm	• Awareness of lived experiences and those in class with specific triggers • Nurture provision where required • Opportunities for success and achievement built into the lesson • Encourage emotional literacy • Safe spaces provided in class • Reasonable adjustments offered – worry monsters, fidget toys, stress balls • Use of headphones • Allow choice of iPad/laptop where appropriate

Cognition & Learning

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Retaining knowledge • Understanding chronology • Too reliant on TA/Teacher support • Dyslexic tendencies • Difficulties with task completion • Need for processing time • Need for repetition and consolidation of key facts • Poor organisational skills • Difficulty in explaining ideas • Need for processing	• Use of mind maps to create links and 'sticky' knowledge • A variety of assessment strategies such as quizzes • Small steps learning • Use of thinking time, paired talk, no hands-up approach • Use of vocabulary lists, word banks, mnemonics, working walls with prompts and cues • Providing opportunities for over-learning and multi-sensory approaches • Scaffolded/differentiated questioning and lesson content • Shared success criteria, expectations of the lesson and demonstrations • Thinking time. • Revisit objectives. • Paired learning activities to allow focus on computing skills • Purple Mash includes audio playback of instructions



<u>Physical and/or Sensory</u>	
<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Visual difficulties • Hearing difficulties • Specific physical disabilities	• Enlarged text, larger lines in book • Position in class - close to the board/teacher, back to the light, away from background noise, facing those talking • Accessibility ensured in classroom • Specific learning aids provided, such as desk mounts, specialised stationery • Ensure correct seating and positioning • Access to adapted/specialist IT equipment • Purple Mash includes audio playback of instructions