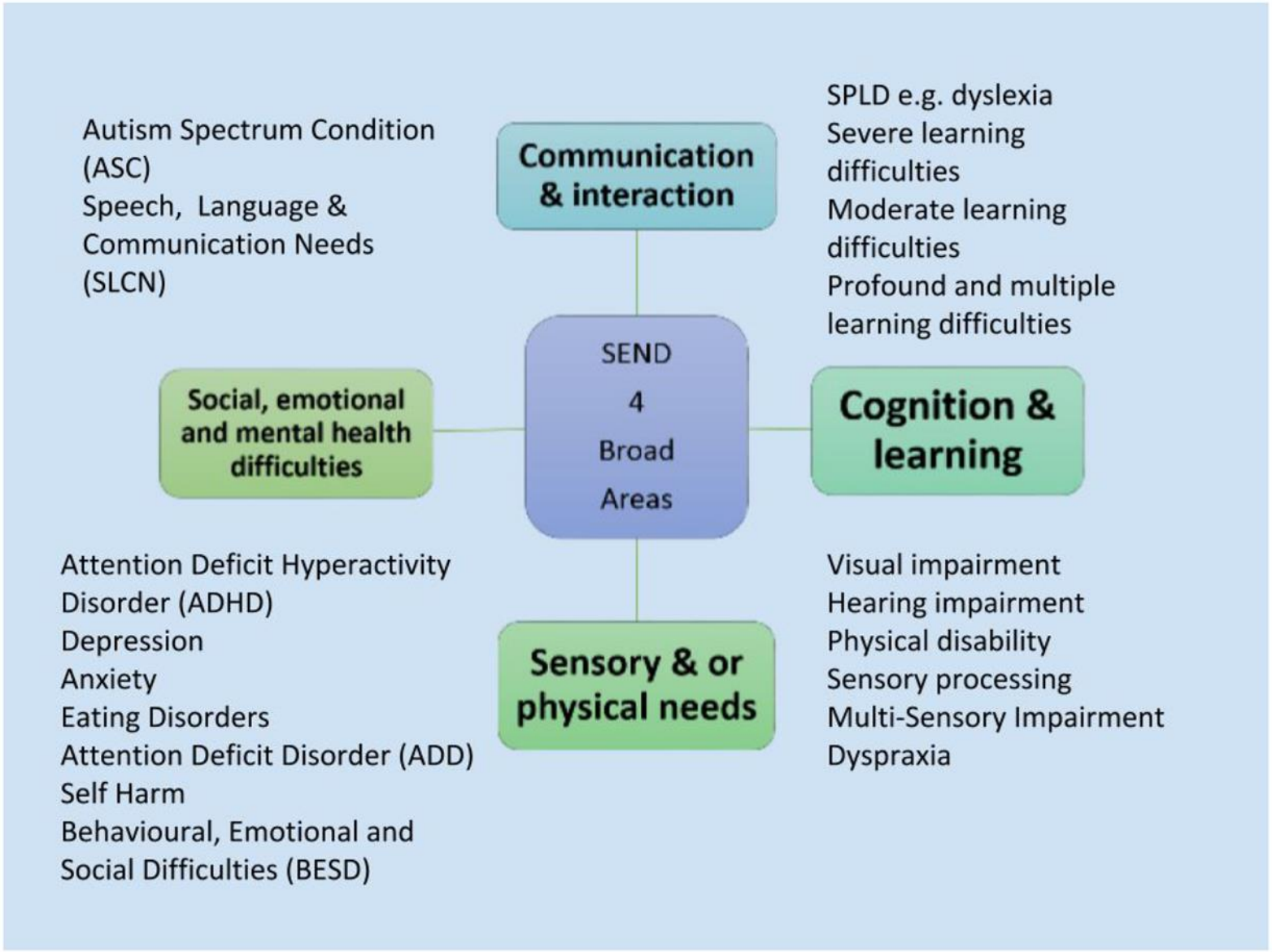
SEND provision in computing

Cognition and Learning		Communication and Interaction	
Learning Challenges	**Provision**	**Learning Challenges**	**Provision**
• Poor working memory – difficult recalling key events and features of computing • Difficult sequencing. • Slow processing speed. • Accessing reading / typed work.	• Use of shared and paired equipment to develop understanding and features of the equipment and programs and maintain enjoyment. • Lots of repetition of skills to support recall. • Highlighting key features and information to support with understanding and retrieval. • Use of visuals and support to help understanding and memory of subject specific vocabulary. • Use of a scribe/displays to record key information • Use of clear steps when retrieving from a range of different programmes • Teacher modelling. • Use word banks which include pictures.	• New vocabulary across a range of different features • Lack of computing fluency. • Auditory processing difficulties. • Limited ability to relate to a software programme.	• Pre-teach the vocabulary and key features before a lesson • Use of choral reading (whole class and paired) to develop understanding • Use of precision teaching. • Use of Widget to provide visuals and support understanding and memory of subject specific vocabulary. • Repetition of key learning. • Use of discussions, linked experiences that the children have had, as well as providing the experience (hook).
Physical and/or Sensory		**Social, Emotional and Mental Health**	
Learning Challenge	**Provision**	**Learning Challenge**	**Provision**
• Unable to use specific senses to connect with the leaning. Difficulty making connections. • Difficulty following the text when reading / being read to. • Visual Impairment. • Colour of backscreen • Hearing impairment	• Multisensory strategies used, • Use of an Office app to track text • Highlighters to highlight key words / phrases / facts within a text. • Large font used. • Change background colour. • Use of audio books.	• Significant difficulty in acquiring basic computing skills – feeling and fear of failure. • Lack of enjoyment of computing and reduced motivation. •	• Use of paired support/Kagan structures enables a higher interest level. • Use of high interest software programmes • Small groups – work at the right level with appropriate challenge for the individuals. • A range of different programmes used to match the interests of the class. • Opportunities for pupils to support each other (collaborative learning (Kagan Structures). • Use of audio books and teacher reading to promote computing for pleasure and allow all children to access a challenging software programme. • Use of coloured overlays/backgrounds to relax the eyes during reading, making the print clear.


Autism Spectrum Condition (ASC)
Speech, Language & Communication Needs (SLCN)
Communication & interaction
SPLD e.g. dyslexia
Severe learning difficulties
Moderate learning difficulties
Profound and multiple learning difficulties
SEND 4 Broad Areas
Social, emotional and mental health difficulties
Cognition & learning
Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Anxiety
Eating Disorders
Attention Deficit Disorder (ADD)
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)
Sensory & or physical needs
Visual impairment
Hearing impairment
Physical disability
Sensory processing
Multi-Sensory Impairment
Dyspraxia