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.
	   • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.
		• 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 Widgit/Clicker 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 a Clicker/Office 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

Social, emotional and mental health difficulties

SEND
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Broad
Areas

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