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| 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.. | * 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.
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| Physical and/or Sensory  | Social, Emotional and Mental Health  |
| Learning Challenge  | Provision  | Learning Challenge  | Provision  |
| Videos with over stimulating or challenging themes. Lower than expected motor control. Hearing impairment Visual impairment Colour vision deficiencies.  | • 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 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)
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