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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. |
| 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) |



