Oakdene Primary Academy

SEND Provision in Computing

Cognition & Learning		Communication & 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. - 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 precision teaching. - Repetition of key learning. - Use of discussions, linked experiences that the children have had, as well as providing the experience (hook).

Oakdene Primary Academy

SEND Provision in Computing

Physical and/or Sensory

Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	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, • 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). • 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.

Communication & Interaction

Autism Spectrum Disorder (ASD)

Speech, Language & Communication Needs (SLCN)

SPLD e.g. Dyslexia
Moderate Learning Difficulties
Severe Learning Difficulties
Profound & Multiple learning difficulties

Oakdene Primary School
Learning for Life

Social, Emotional & Mental Health Difficulties

SEND Areas of Need

Cognition & Learning

Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)
Oppositional Defiance Disorder (ODD)
Depression
Anxiety
Eating Disorders
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)

Sensory and/or Physical Needs

Dyspraxia
Physical Disability
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Sensory Processing Disorder