SEND provision in Computing

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
• Accessing reading/written work • Poor memory and recall skills • Recording • Poor sequencing skills – understanding the steps modelled	• Use of symbols, larger print, colour coding • multi sensory reinforcement • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • 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. • use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows. • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Provide opportunities for pupils to practice • Give additional time for processing • Use of task boards – tick list of steps • Remove writing/reding expectations – use multiple choice, use pictures • Talk function activated on computer • Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.	• Being able to use expressive language • Understanding and using new topic vocabulary • Word finding difficulties • Following instructions and sequences • Levels of concentration	• Use different forms of communication • Have pre-arranged prompts • Use visual support • Pre-teaching of new vocabulary prior to the lesson • Send vocabulary word mats home before the topic begins • Limit vocabulary to that which is necessary to ensure progress • Limit instructions – use short steps • Social stories • Children with communication impairments are given time to think about questions before being required to respond • Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils

- Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings.

Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
• Content with over stimulating or challenging themes • Difficulties using mouse, keyboard etc • Difficulties with planning • Organisational skills • Hearing impairment • Visual impairment • Colour vision deficiencies • Physical needs	• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress • Adapted IT equipment • Screen overlays – reduce glare • Consider seating position for hearing/vision impaired pupils • Consider lighting/blinds • Multi-sensory learning • Reduce need to copy from board (visual impairment) • keyboard shortcuts instead of a mouse	• Understanding own thoughts and contrasting with those of others • Working effectively as part of a group or pair • No resilience - feeling they aren't any good – resulting in lack of care and effort • Difficulty concentrating and maintaining attention to a task • Difficulties sitting still • Hypervigilance	• Working in a small group/pair with a trusted adult for emotional support. • Pre-teaching • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work – be proud. • Chunking work into smaller steps • Demonstrate software in short, achievable steps for pupils who, for example, may have a poor concentration span • Task boards • Movement breaks

• sticky keys • screen filters to cut down glare • increased font sizes for screen, clear font type • appropriate contrast between background and text • a talking word processor to read out text. • Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. • Demonstrate software in short, achievable steps for pupils who, for example, may have poor motor skills.	• Use of fiddle toys/wobble cushions • Provide opportunities for multi-sensory learning • Use of sandtimers • Use of safe space • Reduce the possibility of frustration at not being able to use programs

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 4 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