

SEND provision in computing



Hunningley Primary Academy

The best in everyone™

Part of United Learning

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> Poor working memory – difficult recalling key events and features of computing Difficult sequencing. Slow processing speed. Accessing reading / typed work. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> New vocabulary across a range of different features Lack of computing fluency. Auditory processing difficulties. Limited ability to relate to a software programme.. 	<ul style="list-style-type: none"> 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 Widgeit/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
<ul style="list-style-type: none"> Unable to use specific senses to connect with the learning. Difficulty making connections. Difficulty following the text when reading / being read to. Visual Impairment. Colour of backscreen Hearing impairment 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Significant difficulty in acquiring basic computing skills – feeling and fear of failure. Lack of enjoyment of computing and reduced motivation. 	<ul style="list-style-type: none"> 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)).

			<ul style="list-style-type: none">• 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.
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