Grange Primary Academy
The best in everyone™
Part of United Learning

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 understanding and retrieval. • Use of visuals to help understanding and memory of subject-specific vocabulary. • Use of a scribe/displays to record key information • Use of clear, small steps when retrieving from a range of different programmes, using images to support sequencing of tasks • 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. • Use of icon-based alternatives to heavily text-based software such as Scratch.	• 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 choral reading (whole class and paired) to develop understanding • Use of precision teaching. • Use of Widgit/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
• Unable to use specific senses to connect with the learning. Difficulty making connections.	• Multisensory strategies used, • Use of a Clicker/Office to track text • Highlighters to highlight key words / phrases / facts within a text.	• Significant difficulty in acquiring basic computing skills – feeling and fear of failure.	• Use of paired support/Kagan structures enables a higher interest level.

• Difficulty following the text when reading / being read to. • Visual Impairment. • Colour of backscreen • Hearing impairment • Difficulty using mouse or touch screen	• Large font used • Change background colour. • Use of audio books.	• Lack of enjoyment of computing and reduced motivation. • Vulnerable to online safety issues	• 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)). • 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. • Ensure that online safety is embedded into Computing teaching and learning