



## Supporting SEND Children within Computing

<b>Cognition and Learning</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Accessing the programmes for the curriculum – understanding how to use them.</p> <p>Processing or cognitive difficulties including literacy needs</p>	<p>Differentiation in action during lessons</p> <p>Scaffolding or small group support with teacher/TA</p> <p>Choice of programs – (Sphero) for voice coding/ drawing coding.</p> <p>Stem sentences / key vocabulary</p> <p>Screen share</p>
<b>Communication and Interaction</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Understanding order to complete the task</p> <p>Key vocabulary understanding and ability to process language</p>	<p>Visual representation of instructions/task including video</p> <p>Opportunities to work with or ask a friend or the teacher.</p> <p>Stem sentences / key vocabulary displayed clearly with dual coding</p> <p>Working collaboratively across different devices</p> <p>Google Translate for all websites</p> <p>Screen readers</p>



<b>Sensory and Physical</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
<b>SEMH</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	Bright lights on the computer Noisy websites/applications Font and font size Keyboard skills	Adjustable brightness on the screen. Headphones/ear defenders available Individual logins with personalised font/font size and mouse speed Voice to text add-ons Consider contrast on the screen e.g. black on white background, buff / blue background Visualiser for visual impairments
	Finding things tough – particularly when error messages occur or something doesn't work Internet safety – PSHE	If unsure, always click cancel Clear instructions to support difficult processes. Brain breaks from the space to refocus and discuss challenges. 1:1 support of using the internet and there is a risk of misuse. Paired/peer support



<b>Non Negotiables that need to be in place in all lessons/classrooms when teaching Computing</b>	<ol style="list-style-type: none"><li>1. Dual coding of key vocabulary required in the lesson</li><li>2. Personal logins available for SEN children to cater to needs (e.g. visual impairment need met through larger text on screen etc.)</li><li>3. Accessibility tools utilised for specific pupils</li><li>4. 4. Effective communication with parents/carers through discussions and IEPs</li></ol>	