



# Computing SEND Provision

## FOUR BROAD AREAS OF NEED IDENTIFIED IN THE SEND CODE OF PRACTICE

<b>COMMUNICATION &amp; INTERACTION</b> Includes social communication and interaction, ASD, SLCN (speech, language, and communication needs)	<b>COGNITION &amp; LEARNING</b> <b>MLD</b> (Moderate learning difficulties) <b>SLD</b> (Severe)-likely to need support in all areas of curriculum and associated difficulties with mobility and communication. <b>PMLD</b> (Profound and multiple) likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. <b>SpLD</b> (Specific learning difficulty) e.g. dyslexia, dyscalculia, dyspraxia	<b>SOCIAL, EMOTIONAL &amp; MENTAL HEALTH DIFFICULTIES</b> Manifested in many ways: challenging behaviour, withdrawn or anxious. Underlying mental health difficulties might include anxiety, depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Disorders might include ADD, ADHD or attachment	<b>PHYSICAL &amp;/OR SENSORY NEEDS</b> <b>VI</b> (Vision impairment) <b>HI</b> (hearing impairment) <b>MSI</b> (multi-sensory impairment) <b>PD</b> (physical disability)

## Barriers to and solutions for Engagement, Progress and Achievement in English

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENDCo/class teacher	<ul style="list-style-type: none"> <li>• Difficulty in hearing instructions from teacher/peers</li> <li>• Filtering noise to hear what is important</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in reading text on screen</li> <li>• White/black contrast difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty recording and drawing</li> <li>• Difficulty managing and using a range of resources to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty recalling instructions</li> <li>• Difficulty recalling prior learning (long and short term)</li> <li>• Delay between instruction and task</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement – overstimulating</li> <li>• Sharing space and equipment with others</li> <li>• Understanding cause and effect</li> <li>• Overstimulation on screen</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of resources</li> <li>• Maintaining attention</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of process, language</li> <li>• retention/application of language knowledge to task</li> <li>remembering vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Participation</li> <li>• Team/partner work</li> <li>• Sharing materials and “air-time”</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Solutions identified: Subject lead, SENDCo, class teacher</p>	<ul style="list-style-type: none"> <li>• Pictorial representations</li> <li>• Video</li> <li>• Vocab lists and explanations</li> <li>• Position within the class</li> <li>• Visual instructions such as sequenced pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt screen</li> <li>• iPad accessibility tools</li> <li>• Position within class e.g. when using the board</li> <li>• iPad speak tool</li> </ul>	<ul style="list-style-type: none"> <li>• iPad accessibility tools</li> <li>• wired mouse</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and reteaching</li> <li>• Sharing topics on website with parents ahead of topic</li> <li>• Recapping on task before they start</li> <li>• Checking in on children during the lesson to make sure that they are on track</li> <li>• Showbie instructional video</li> </ul>	<ul style="list-style-type: none"> <li>• Visual representation</li> <li>• Allowing movement breaks where needed</li> <li>• Check understanding of the task before starting.</li> <li>• Make sure that instructions are not ambiguous.</li> <li>• Provide models of expected outcome where needed</li> <li>• Reader mode (AA) on iPad.</li> </ul>	<ul style="list-style-type: none"> <li>• Step by step instructions</li> <li>• Allowing movement breaks where needed</li> <li>• Check understanding of instructions before starting a task</li> <li>• Allow children to use a laptop for extended pieces of writing if this helps</li> </ul>	<ul style="list-style-type: none"> <li>• Word banks</li> <li>• Alternative methods of recording</li> <li>• Repeating instructions</li> <li>• Explaining unusual or ambiguous vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Clear end points</li> <li>• Clear expectations</li> <li>• Modelling and explanations clarity</li> <li>• Careful pairings</li> </ul>
<ul style="list-style-type: none"> <li>• Clarity of instruction, explanations and modelling are crucial</li> <li>• Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn</li> <li>• For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.</li> <li>• Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating</li> </ul>								