

Computing
Supporting Children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Following instructions</p> <p>Recalling previously taught knowledge/ skills.</p> <p>Working memory Understanding vocabulary.</p> <p>Developmental understanding of online safety at a lower age.</p>	<p>Printed step by step</p> <p>Pair with higher child</p> <p>Using visuals</p> <p>Using support on Kapow</p> <p>Checklist</p> <p>Visual aid</p> <p>Simple instructions</p> <p>Repeat instructions</p> <p>Peer collaboration</p>	<p>Difficulties in following multi step instructions</p> <p>Managing to access learning</p> <p>Understanding vocabulary</p> <p>Understanding instructions.</p> <p>Understanding instructions for tasks.</p> <p>Explaining their ideas</p> <p>Potential for sensory triggers</p> <p>Low awareness of danger</p>	<p>Visuals now and next picture</p> <p>Working with partner and sharing ideas</p> <p>Breaking down instructions into small chunks</p> <p>Providing visual reminders of instructions.</p> <p>Scaffolding language</p> <p>Labelling equipment</p> <p>Provide visual prompts for each small step.</p> <p>Switch toys</p> <p>Voice recorders for key ideas</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Sounds on apps too loud</p> <p>Fine motor control</p> <p>Bright lights on apps</p> <p>Physical difficulties around using equipment.</p> <p>Being able to hear the teaching/instructions</p> <p>Visual difficulties</p>	<p>Ear defenders or headphones</p> <p>Tweezer activity</p> <p>Turn screen brightness down</p> <p>Seated near the front of class.</p> <p>Use or radio aids by teacher/pupil (as advised by HI service).</p> <p>Aids to support learning e.g. jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a</p>	<p>Too much time comparing online outside of school</p> <p>Damaging interactions online out of school</p> <p>Online safety things happen outside of school</p> <p>Lack of confidence</p> <p>Likely to have gaps due to missed learning.</p>	<p>Use computing lessons to help pupils understand how online content can impact their wellbeing and mental health</p> <p>Worry box, talk to wellbeing ambassador</p> <p>Paired work or knowledge teachers – children who are good to share thoughts</p> <p>Visual reminders</p> <p>Regular check ins</p> <p>Paired work with a more able child</p> <p>Brain breaks</p> <p>Calming music</p>

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	<p>temporary fixing (eg for rulers when drawing)</p> <p>Providing a parallel activity e.g. computer simulation rather than manipulating a brush.</p> <p>Adapted printed resources where needed.</p> <p>Eye gaze technology, switches</p>	<p>Difficulties around concentration/task completion.</p> <p>Emotional dysregulation.</p> <p>Vulnerable to unsafe use of devices.</p>	
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