Computing

	Barriers to and solutions for Engagement, Progress and Achievement in Computing							
	• This is often very motivating for children with SEN and they may need warnings and the use of timers to finish • Some with SEN will take time to log on and it may be quicker to do this for them, or give log in details on a card							
	Hearing Impairment	**Visual Impairment**	**Dyspraxia (fine/ gross motor)**	**Memory/ processing**	**ASC/ADHD**	**Speech and language**	**Cognition and Learning**	**SEMH**
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. • Being able to hear videos etc and need headphones	• Size of screen • May struggle with contrasting colours on the screen • Size of font	• Mouse control • Keyboard precision • Seating and positioning • Logging on • Learning the QWERTY keyboard	• Remembering log in details • Following instructions • Remembering tasks	• Following instructions – may be on own agenda • Logging off when asked • Concentration • Motor skills •	• Key words and terms unfamilar	• Retaining information • Remembering log in details • Following instructions • Remembering tasks • Not being able to access the task • Not being able to type well enough/ spell well enough to enter data or to read the content.	• Following instructions – may be on own agenda • Logging off when asked • Concentration

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Solutions Identified by subject co-ordinator, SENCO, Class teacher	• Vocab lists and explanations/dictionaries so words can be revised • Position within the class • Simplify instructions • Check hearing aids daily • Use of headphones to cut out background noise • Quiet space to work in the classroom	• Enabling accessibility features • Changing resolution • Reduce glare • Speak directly to child • Peer support (vary the peer) • Increased font and clear font used • Clear contrast between background and text	Help managing equipment Use of ipad if easier to hold Mouse available if cannot use tracker or key-board short cut instead of mouse Individual pupils may have a touch typing target on their SEN plan	• Keep tasks short • Visual instructions • Have log in details available	• Support or large keyboard for motor skills • Ear defenders if needed • Movement breaks • Clear rules and timetable • Use of timer • Sound off on games to reduce sensory overload	• Supportive pairs	• Log on for child, or offer support • Supportive pairs • Personalised expectations of what to achieve	• Rest/movement breaks if appropriate • Ensure supportive pairs are appropriate role model. Vary pair