

	SEND Barriers to Learning in Computing			Adaptive strategies to Support SEND to overcome barriers
	EYFS	KS1	KS2	
Cognition & Learning	- Retaining prior learning - Sequencing and ordering - Spelling (words into search engines etc) - Retaining vocabulary - New language- directions, sequencing, patterns	- Reading (key texts, resources, websites etc.) - Retention/working memory/prior knowledge - Visualisation (of concepts) move from concrete to abstract - Links to maths i.e. measuring - Sequencing and ordering - Spelling (words into a search engine) - Upper Case letter on keyboards - Retaining Passwords - Mathematical language – directional language (coding) and numbers. - Poor fine motor control when using a mouse.	- Reading (key texts, resources, websites etc.) - Limited understanding of vocabulary associated with computing - Difficulty retaining instructions – multi-step instructions - Remembering log in details - Links to maths ie. Chronology, data handling - Sequencing and ordering - Spelling (words into a search engine) - Upper Case letter on keyboards - Poor fine motor control when using a mouse. - Difficulty touch-typing	- Immersive reader - Read mode – Word - Pre-exposure to programs - Visual instructional posters – ICT suits - Modelling (Coding video), expectations, discover and do time - Paired work - Seating considerations – next to a ‘Digital expert’ for support - Pre teach, - Visuals and word banks – display boards - Change colour of screen or use filtered screen overlay - Differentiated ability work - BBC dance mat program
Communication and Interaction	- Following instructions - Comparative language - Articulating ideas - Social interaction / group work - ASD – lack of awareness of risk (E-safety/ cyber bullying) - ASD stopping use of computing equipment when asked - Sensory overload	- New language - Articulating ideas - Sensory overload - Group work - Social interaction - Following instructions - Lack of risk awareness e.g. E-Safety - Sensory Overload - Coming off equipment when asked.	- New language - Collective collaboration - ASD – outcome uncertainty - Sensory overload - Social interaction - Articulating ideas - Following multi-step instructions - Lack of risk awareness e.g. E-Safety - Coming off equipment when asked.	- Pre teaching key vocab – display, input before using computers - Widget resources - Adult model and support during lesson - Careful grouping – clear roles - Each class have digital experts to support peers - Use of laptop inside the classroom when overstimulated in the computer suite

		Understanding and accepting the rules of online/digital games.	- Understanding and accepting the rules of online/digital games. - Struggles with change of lesson structure and transition.	- Pre teach, short and precise quick input, sensory breaks - Now and next - Task planners - Screen brightness - Pre-exposure to equipment / exploration time.
Social, Emotional and Mental Health	Social skills / group work	- Social skills / group works - Recording work - Drawing on own experiences	- Social skills / group works - Recording work - Drawing on own experiences - Over stimulated using the computer – excitable, unwilling/refusal to log off. - Overwhelming environment – noise, group work, less structure etc. when working in the computer suite. - Struggles with change of lesson structure and transition.	- Clear boundaries and expectations - Use of additional adults to support social skills - Use of Digital experts during lessons - Social stories - Use of alternate methods of recording (see C&L) - Modelling of own experiences. - Real life experiences / exposure - Use of oracy - Comic strip conversations - Pre-warning of end of session – visual or verbal
Physical, Sensory & Medical	- Visual Impairment - Manipulation of computer equipment	- Motor skills – mouse skills - Recording data - Keyboard skills	- Visual impairment - Hearing impairment - Computer screen too bright. - Motor skills – typing and mouse skills - Recording data – inputting on programs	- Alternative ways of recording - Screen brightness - Use of headphones - Change colour of backgrounds - BBC Dancemat - Adapted equipment e.g. large keyboard