



Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>Poor working memory – difficult recalling key events and features of computing</li> <li>Difficult sequencing.</li> <li>Slow processing speed.</li> <li>Accessing reading / typed work.</li> </ul>	<ul style="list-style-type: none"> <li>Use of shared and paired equipment to develop understanding and features of the equipment and programs and maintain enjoyment.</li> <li>Lots of repetition of skills to support recall.</li> <li>Highlighting key features and information to support with understanding and retrieval.</li> <li>Use of visuals and support to help understanding and memory of subject specific vocabulary.</li> <li>Use of a scribe/displays to record key information</li> <li>Use of clear steps when retrieving from a range of different programmes</li> <li>Teacher modelling.               <ul style="list-style-type: none"> <li>Use word banks which include pictures.</li> <li>A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>New vocabulary across a range of different features</li> <li>Lack of computing fluency.</li> <li>Auditory processing difficulties.</li> <li>Limited ability to relate to a software programme..</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teach the vocabulary and key features before a lesson</li> <li>Use of choral reading (whole class and paired) to develop understanding</li> <li>Use of precision teaching.</li> <li>Use of Widgeit/Clicker to provide visuals and support understanding and memory of subject specific vocabulary.</li> <li>Repetition of key learning.</li> <li>Use of discussions, linked experiences that the children have had, as well as providing the experience (hook).</li> </ul>
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> <li>Unable to use specific senses to connect with the learning. Difficulty making connections.</li> <li>Difficulty following the text when reading / being read to.</li> <li>Visual Impairment.</li> <li>Colour of backscreen</li> <li>Hearing impairment</li> </ul>	<ul style="list-style-type: none"> <li>Multisensory strategies used,</li> <li>Use of a Clicker/Office to track text</li> <li>Highlighters to highlight key words / phrases / facts within a text.</li> <li>Large font used</li> <li>Change background colour.</li> <li>Use of audio books.</li> </ul>	<ul style="list-style-type: none"> <li>Significant difficulty in acquiring basic computing skills – feeling and fear of failure.</li> <li>Lack of enjoyment of computing and reduced motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Use of paired support/Kagan structures enables a higher interest level.</li> <li>Use of high interest software programmes</li> <li>Small groups – work at the right level with appropriate challenge for the individuals.</li> <li>A range of different programmes used to match the interests of the class.</li> <li>Opportunities for pupils to support each other (collaborative learning (Kagan Structures)).</li> </ul>

			<ul style="list-style-type: none"><li>• Use of audio books and teacher reading to promote computing for pleasure and allow all children to access a challenging software programme</li><li>• Use of coloured overlays/backgrounds to relax the eyes during reading, making the print clear.</li></ul>
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