



Barriers to and solutions for Engagement, Progress and Achievement in Computing -

*This area of the curriculum is often very motivating for children with SEN and they may need warnings and the use of timers to finish
Some children will take more 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) Physical Impairment	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	<p>Difficulty in hearing instructions from teacher/peers</p> <p>Filtering noise to hear what is important</p> <p>Low self-esteem</p> <p>Difficulty with vocabulary.</p> <p>Being able to hear videos etc and need headphones</p>	<p>Size of screen</p> <p>May struggle with contrasting colours on the screen</p> <p>Size of font</p>	<p>Mouse control</p> <p>Keyboard precision</p> <p>Seating and positioning</p> <p>Logging on</p> <p>Learning the QWERTY keyboard</p>	<p>Remembering log in details</p> <p>Following instructions</p> <p>Remembering tasks</p>	<p>Following instructions – may be on own agenda</p> <p>Logging off when asked</p> <p>Concentration</p> <p>Motor skills</p>	<p>Key words and terms unfamiliar</p> <p>Following instructions</p>	<p>Retaining information</p> <p>Remembering log in details</p> <p>Following instructions</p> <p>Remembering tasks</p> <p>Not being able to access the task</p> <p>Not being able to type well enough/ spell well enough to enter data or to</p>	<p>Following instructions – may be on own agenda</p> <p>Logging off when asked</p> <p>Concentration</p>

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