



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in Computing

Communication & Interaction		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Difficulty understanding written or verbal instructions. Struggles with social communication in collaborative computing activities. Limited vocabulary to express ideas when coding or debugging. Processing delays when responding to verbal prompts.	Use of clear and structured instructions, supported by visuals. Implementation of assistive technologies such as speech-to-text and text-to-speech tools. Encouraging collaborative learning through paired programming and discussion-based activities. Providing structured support for verbal and non-verbal communication.	Use of visual supports (e.g., Widgit symbols, task boards) to aid understanding. Pre-teaching key vocabulary with digital tools (e.g., Clicker, Voice Notes). Structured peer support and paired programming to encourage interaction. Speech-to-text and text-to-speech software for accessibility



New Swannington Primary School Curriculum SEND Provision Map



Cognition & Learning		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Difficulty understanding abstract computing concepts (e.g., algorithms, coding logic). Struggles with memory recall of computing vocabulary and sequences. Processing speed may impact ability to follow multi-step instructions. Difficulty generalizing skills across different software.	Differentiated instruction with scaffolded learning materials. Step-by-step guidance with opportunities for repetition and reinforcement. Use of interactive and hands-on activities to engage learners. Offering alternative methods of recording learning, such as voice notes or visual presentations.	Chunked instructions with step-by-step guidance. Scaffolded learning with differentiated tasks using adaptive software (e.g., Scratch Jr, BBC Micro:bit). Use of repetition and overlearning strategies for key computing concepts. Hands-on, multi-sensory activities (e.g., coding with physical devices like Beebots)



New Swannington Primary School Curriculum SEND Provision Map



Social, Emotional & Mental Health		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Anxiety around new software or tasks requiring problem-solving. Frustration with debugging errors or troubleshooting. Low self-esteem when struggling with computing tasks. Difficulty working in pairs/groups due to emotional regulation issues.	Creating a supportive and predictable learning environment. Using gamification and motivational strategies to build confidence. Incorporating mindfulness and movement breaks during computing lessons. Encouraging peer support and positive reinforcement.	Clear, predictable lesson structures with minimal transitions. Encouragement of growth mindset through gamified learning (e.g., Code.org challenges). Personalised reward systems for engagement and perseverance. Mindfulness and self-regulation apps integrated into computing sessions.



New Swannington Primary School Curriculum SEND Provision Map



Sensory and / or Physical		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Fine motor difficulties affecting use of a keyboard, mouse, or touchpad. Visual impairments making screen content difficult to access. Sensory overload from screen brightness, sounds, or busy interfaces. Fatigue from prolonged screen use.	Ensuring accessibility by using adaptive devices, larger text, and alternative input methods. Adjusting screen brightness and contrast for visual comfort. Providing structured breaks to reduce sensory overload. Facilitating movement-friendly learning spaces with ergonomic seating and positioning.	Use of alternative input devices (e.g., switch access, large keyboards, eye-tracking software). Screen overlays, adjustable brightness, and font size for visual impairments. Opportunities for movement breaks and flexible seating arrangements. Voice control and dictation tools for learners with fine motor difficulties.