



Chambersbury Primary School
Supporting Solutions for Barriers to Learning

Barriers to and solutions for Engagement, Progress and Achievement in Computing								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> Difficulty in hearing instructions Unable to hear audio files or videos 	<ul style="list-style-type: none"> Size of screen Contrast confusion 	<ul style="list-style-type: none"> Mouse control Keyboard precision Seating and positioning 	<ul style="list-style-type: none"> Recall of instructions Remembering key facts and vocabulary Retaining focus 	<ul style="list-style-type: none"> Noise and movement-over stimulation Sharing equipment Amount of vocab Frustration Focus 	<ul style="list-style-type: none"> Noise and movement-over stimulation Sharing equipment Amount of vocab Frustration Focus 	<ul style="list-style-type: none"> Understanding of process, language Retention/ application of computing knowledge to task Recording Vocabulary 	<ul style="list-style-type: none"> Motivation Participation Team/partner work Sharing materials/resources
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> Visual instructions Transcripts of relevant information 	<ul style="list-style-type: none"> Enabling accessibility features Changing resolution Considering colours Reduce glare 	<ul style="list-style-type: none"> Alternative devices Larger keyboard Enlarged cursor to aid tracking 	<ul style="list-style-type: none"> Task planner visual Representation and recording Video and pictorial instructions 	<ul style="list-style-type: none"> Own set of equipment Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instruction 	<ul style="list-style-type: none"> Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instruction Visuals i.e. Now and Next boards Pre-teach 	<ul style="list-style-type: none"> Concrete resources such as beebots Review of the vocabulary Scaffold learning Word/definition bank Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instruction Worked examples Small group teaching opportunities 	<ul style="list-style-type: none"> Clear end points Clear expectations Modelling and explanations clarity