



Strategies for **supporting pupils with** Special Educational Needs and Disabilities in **Computing lessons.**

Individual Need	Here's how we help everyone shine...
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none">□ Reinforce instructions on how to use the computing equipment□ Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions
Anxiety	<ul style="list-style-type: none">□ Arrange for another child to be a 'buddy' for computing lessons so that they know that they can have a consistent friend to help if needed□ Where possible, the child will work in a group rather than independently so that they feel supported if they experience any issues with the computer / other equipment□ Through a visual timetable, pupils are supported to know that computing time is coming up□ Time 'count downs' when transitioning and ending session
Autism Spectrum Disorder	<ul style="list-style-type: none">□ Teacher / TA to discuss what the computing session will involve and what programme/software/computing equipment will be used□ Where possible, the child will work in the same group / team for each session□ Where possible/necessary, discuss any unfamiliar technical vocabulary that might be used prior to the lesson
Dyscalculia	<ul style="list-style-type: none">□ Provide printouts of the instructions that will be used in the lesson□ Where necessary, provide screenshots of the computer programme that will be used in the lesson
Dyslexia	<ul style="list-style-type: none">□ When using the interactive whiteboard, avoid black text on a white background and ensure this is avoided when sharing documents on Chromebooks or in pupils' shared areas□ Show the child how to enlarge or zoom in on a page when using a computer so that text and images can be clearly read and understood

Dyspraxia	<ul style="list-style-type: none"> □ Provide opportunities for the child to sit in a spot in the classroom where there is plenty of room, particularly when a computer is needed □ Make sure that instructions are clearly explained and repeated if necessary □ Allow extra time to complete tasks, especially when new concepts/programmes/software is being used
Hearing Impairment	<ul style="list-style-type: none"> □ Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher

	<ul style="list-style-type: none"> □ Repeat instructions for independent learning to ensure the child knows what to do □ Ensure that any videos that are shown in computing lessons are subtitled □ Provide print outs or screenshots from the main input in lessons which the child can refer to □ New and unfamiliar technical vocabulary is discussed at the start of a new computing unit □ Ensure that background noise is kept to a minimum, particularly when sound is being used with computers. □ Provide headphones for all children if the background noise is going to hinder the hearing impaired child
Toileting Issues	<ul style="list-style-type: none"> □ Let me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet.
Cognition and Learning Challenges	<ul style="list-style-type: none"> □ Provide small steps to complete in independent learning activities as the computing tasks could be unfamiliar □ Provide a word bank to explain unfamiliar technical vocabulary □ Provide screenshots of the computer programmes that will be used in computing lessons □ Use plenty of modelling on screen to ensure that the child understands how to access programmes and the information within them
Speech, Language & Communication Needs	<ul style="list-style-type: none"> □ Be prepared to adapt instructions, particularly those that contain unfamiliar technical vocabulary, so that the child can understand them □ Provide lots of 'talk' opportunities so that new concepts can be discussed, prior to beginning independent learning □ Provide printouts which include the images of symbols/icons/buttons that will be used in the lesson
Tourette Syndrome	<ul style="list-style-type: none"> □ Provide a list of components to include in a task to aid attention □ Be aware that a piece of work may not be fully completed

<p>Experienced Trauma</p>	<ul style="list-style-type: none"> □ The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour □ Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error □ Use simple, specific instructions that are clear to understand, and deliver these slowly
<p>Visual Impairment</p>	<ul style="list-style-type: none"> □ Ensure that the child is taught how to adjust the screen resolutions on computers (brightness, contrast) and how to zoom in and out □ Consider the colour of backgrounds and text on interactive whiteboard when teaching and that of the computers when accessing shared documents
	<ul style="list-style-type: none"> □ Ensure that when a computer is being used, it is in a space where there is as little glare as possible. □ Consider dimming or switching off the classroom lights during computing lessons □ Allow breaks from using the computer during extended periods of work where there could be the risk of fatigue through continually looking at a screen