



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

Individual Need	Here's how we help
<p>Attention Deficit Hyperactivity Disorder</p>	<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.
<p>Anxiety</p>	<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.
<p>Autism Spectrum Disorder</p>	<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.
<p>Dyscalculia</p>	<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.
<p>Dyslexia</p>	<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.
<p>Dyspraxia</p>	<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.
<p>Hearing Impairment</p>	<ul style="list-style-type: none"> • Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher. • Repeat instructions for independent learning to ensure the child knows what to do. • Ensure any videos that are shown in computing lessons are subtitled.

	<ul style="list-style-type: none"> • 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"> • Child to be granted permission to leave and return to the classroom discreetly whenever they need the toilet.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Provide small steps to complete 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.
Experienced Trauma	<ul style="list-style-type: none"> • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand a child's 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.
Visual Impairment	<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. • 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.

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| | <ul style="list-style-type: none">• 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. |
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