

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



Individual Need	How we help...
ADHD	<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
ASD	<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.
DCD/ Physical Impairment	<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 & Visual Impairment	<p><u>Hearing:</u></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. • 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. <p><u>Visual:</u></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. • 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.
Cognition and Learning Needs	<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.

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Individual Need	How we help...
	<ul style="list-style-type: none"> • Use plenty of modelling on screen to ensure that the child understands how to access programmes and the information within them.
<p>Dyslexia/ Dyscalculia</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. • 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>Speech Language and Communication Needs</p>	<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.
<p>Gifted and Talented</p>	<ul style="list-style-type: none"> • Provide pupils with opportunities to extend their learning. • Provide peer mentoring opportunities where pupils can consolidate their own knowledge and develop their confidence further.