



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

| Individual Need                                   | Here's how we help everyone learn...  |
|---|---|
| <b>Autism Spectrum Disorder</b>                   | <ul style="list-style-type: none"> <li>✓ Teacher/TA to discuss what the computing session will involve and what programme/software/computing equipment will be used.</li> <li>✓ Where possible, the child will work in the same group/team for each session.</li> <li>✓ Where possible/necessary, discuss any unfamiliar technical vocabulary that might be used prior to the Lesson.</li> </ul>  |
| <b>Dyslexia</b>                                   | <ul style="list-style-type: none"> <li>✓ When using the interactive whiteboard, avoid black text on a white background and ensure this is avoided when sharing documents on iPads/laptops or in pupils' shared areas.</li> <li>✓ 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.</li> </ul>  |
| <b>Toileting Issues</b>                           | <ul style="list-style-type: none"> <li>✓ Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet.</li> </ul>  |
| <b>Cognition and Learning Challenges</b>          | <ul style="list-style-type: none"> <li>✓ Provide small steps to complete independent learning activities as the computing tasks could be unfamiliar. Provide a word bank to explain unfamiliar technical vocabulary.</li> <li>✓ Provide screenshots of the computer programmes that will be used in computing lessons.</li> <li>✓ Use plenty of modelling on screen to ensure that the child understands how to access programmes and the information within them.</li> </ul> |
| <b>Speech, Language &amp; Communication Needs</b> | <ul style="list-style-type: none"> <li>✓ Be prepared to adapt instructions, particularly those that contain unfamiliar technical vocabulary, so that the child can understand them.</li> <li>✓ Provide lots of 'talk' opportunities so that new concepts can be discussed, prior to beginning independent learning.</li> <li>✓ Provide printouts which include the images of symbols/icons/buttons that will be used in the lesson.</li> </ul>                                |