

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

Individual Need	Here's how we help everyone learn...
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 iPads/laptops 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 style="text-align: center;">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 style="text-align: center;">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.

	<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 the child leave and return to the classroom discreetly and without having to get permission 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 learning 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 emotions and behaviour. ✓ Before the lesson remind 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 the 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 time where there could be the risk of fatigue through continually looking at a screen.