



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

Individual Need	Here's how we help everyone learn...
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"> <li>✓ Reinforce instructions on how to use the computing equipment.</li> <li>✓ Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions.</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Through a visual timetable, pupils are supported to know that computing time is coming up.</li> </ul>
<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>Dyscalculia</b>	<ul style="list-style-type: none"> <li>✓ Provide printouts of the instructions that will be used in the lesson.</li> <li>✓ Where necessary, provide screenshots of the computer programme that will be used in 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>Dyspraxia</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Make sure that instructions are clearly explained and repeated if necessary.</li> <li>✓ Allow extra time to complete tasks, especially when new concepts/programmes/software is being used.</li> </ul>



<p><b>Hearing Impairment</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher.</li> <li>✓ Repeat instructions for independent learning to ensure the child knows what to do.</li> <li>✓ Ensure that any videos that are shown in computing lessons are subtitled.</li> <li>✓ Provide print outs or screenshots from the main input in lessons which the child can refer to.</li> <li>✓ New and unfamiliar technical vocabulary is discussed at the start of a new computing unit.</li> <li>✓ Ensure that background noise is kept to a minimum, particularly when sound is being used with computers.</li> <li>✓ Provide headphones for all children if the background noise is going to hinder the hearing-impaired child.</li> </ul>
<p><b>Toileting Issues</b></p>	<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>
<p><b>Cognition and Learning Challenges</b></p>	<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 their information within them.</li> </ul>
<p><b>Speech, Language &amp; Communication Needs</b></p>	<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>
<p><b>Tourette Syndrome</b></p>	<ul style="list-style-type: none"> <li>✓ Provide a list of components to include in a task to aid attention.</li> <li>✓ Be aware that a piece of learning may not be fully completed.</li> </ul>
<p><b>Experienced Trauma</b></p>	<ul style="list-style-type: none"> <li>✓ The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour.</li> <li>✓ Before the lesson remind children that learning is about trial and error.</li> <li>✓ Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> </ul>



### Visual Impairment

- ✓ 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.
- ✓ 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.

