



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

	<b>Here's how we will help.</b>
<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> </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>

<p><b>Dyslexia</b></p>	<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 Chromebooks or in pupils' shared areas</li> <li>• Show the child how to enlarge or zoom in on a page when</li> </ul>
	<p>using a computer so that text and images can be clearly read and understood</p>
<p><b>Dyspraxia</b></p>	<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 me leave and return to the classroom discreetly and without having to get permission whenever I 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 in independent learning activities as the computing tasks could be unfamiliar</li> <li>• 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>

<p style="text-align: center;"><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 style="text-align: center;"><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 work may not be fully completed</li> </ul>
<p style="text-align: center;"><b>Experienced Trauma</b></p>	<ul style="list-style-type: none"> <li>• The <b>PACE</b> approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour</li> <li>• 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</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly</li> </ul>
<p style="text-align: center;"><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• Ensure that the child is taught how to adjust the screen resolutions on computers (brightness, contrast) and how to zoom in and out</li> <li>• Consider the colour of backgrounds and text on interactive whiteboard when teaching and that of the computers when accessing shared documents</li> <li>• Ensure that when a computer is being used, it is in a space where there is as little glare as possible.</li> <li>• Consider dimming or switching off the classroom lights during computing lessons</li> <li>• 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</li> </ul>