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

Individual Need	Here's how we can help everyone learn...
Attention Deficit Hyperactivity Disorder	- 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.
Anxiety	- 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
Autistic Spectrum Disorder	- 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.
Dyscalculia	- Provide printouts of the instructions that will used in the lesson. - Where necessary, provide screenshots of

	the computer programme that will be used in the lesson.
Dyslexia	☐ 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.
Dyspraxia	☐ 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 Impairment	✓ 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 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	☐ 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	☐ 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 and Communication Needs	☐ 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	☐ 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	☐ 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.
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.