



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

	Here's how we will help.
<i>Attention Deficit Hyperactivity Disorder</i>	<ul style="list-style-type: none"> • <i>Reinforce instructions on how to use the computing equipment</i> • <i>Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions</i>
<i>Anxiety</i>	<ul style="list-style-type: none"> • <i>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</i> • <i>Where possible, the child will work in a group rather</i>

	<p><i>than independently so that they feel supported if they experience any issues with the computer / other equipment</i></p>
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • <i>Teacher / TA to discuss what the computing session will involve and what programme/software/computing equipment will be used</i> • <i>Where possible, the child will work in the same group/team for each session</i> • <i>Where possible/necessary, discuss any unfamiliar technical vocabulary that might be used prior to the lesson</i>
<p>Dyscalculia</p>	<ul style="list-style-type: none"> • <i>Provide printouts of the instructions that will be used in the lesson</i> • <i>Where necessary, provide screenshots of the computer programme that will be used in the lesson</i>
<p>Dyslexia</p>	<ul style="list-style-type: none"> • <i>When using the interactive whiteboard, avoid black text on a white background and ensure this is avoided when sharing documents in pupils' shared areas</i> • <i>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</i>
<p>Dyspraxia</p>	<ul style="list-style-type: none"> • <i>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</i> • <i>Make sure that instructions are clearly explained and repeated if necessary</i> • <i>Allow extra time to complete tasks, especially when new concepts/programmes/software is being used</i>
<p>Hearing Impairment</p>	<ul style="list-style-type: none"> • <i>Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher</i> • <i>Repeat instructions for independent learning to ensure the child knows what to do</i> • <i>Ensure that any videos that are shown in computing lessons are subtitled</i> • <i>Provide print outs or screenshots from the main input in lessons which the child can refer to</i> • <i>New and unfamiliar technical vocabulary is discussed at the start of a new computing unit</i> • <i>Ensure that background noise is kept to a minimum,</i>

	<p>particularly when sound is being used with computers.</p> <ul style="list-style-type: none"> • 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 me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Provide small steps to complete in 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
Experienced Trauma	<ul style="list-style-type: none"> • 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 • Use simple, specific instructions that are clear to understand, and deliver these slowly
Visual Impairment	<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

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 work where there could be the risk of fatigue through continually looking at a screen*