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

Individual Need	Here's how we help everyone shine...
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
Autism 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 Chromebooks 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 me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet.
Cognition and Learning Challenges	✓ 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	✓ 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 work may not be fully completed
Experienced Trauma	✓ The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour ✓ 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	✓ 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