



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

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.</li> <li>• Use a visual timetable where necessary.</li> <li>• Use visual prompt cards/posters.</li> <li>• Encourage unplugged plans and evaluations to be done using pictures and child's voice where possible and then recorded by an adult</li> <li>• Provide a tech-enabled approach through supportive software such as dictation and text-to-speech.</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Use smaller, structured steps to break each stage of the process down into clear, manageable tasks.</li> <li>• Use language and context that is understood by the child such as washing your hands for instructions.</li> <li>• Pre-teach language concepts such as algorithm, debugging etc</li> <li>• Use images to aid sequencing of algorithms so children can change the order.</li> <li>• Ensure lessons follow similar patterns to aid familiarity.</li> <li>• Physically demonstrate the task through role play so children understand the physical concepts of computing.</li> <li>• Use role play to support the delivery of internet safety aspects.</li> <li>• Encourage the use of peer learning</li> </ul>
<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Create a classroom climate that ensures every child feels safe to make mistakes</li> <li>• Provide lots of opportunities to ask questions throughout the lesson</li> <li>• Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory effects of screens.</li> </ul>

	<ul style="list-style-type: none"><li>• Avoid changing seating plans</li><li>• Use of TIS strategies throughout a lesson.</li><li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.</li><li>• Use simple, specific instructions that are clear to understand.</li><li>• Understand the student's skills, and where their starting place is.</li><li>• Provide task management boards to sequence the learning into manageable chunks.</li></ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"><li>• Provide a lesson breakdown, with a clear end.</li><li>• Unplugged activities to support a multimodal approach which uses familiar contexts to teach new concepts.</li><li>• Use devices with sound, movement and light outputs to support visual or auditory impairment.</li><li>• Use movement breaks within the lesson to refocus and support concentration.</li></ul>