



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



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