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

At Fourlanesend we strive to achieve the very best outcome for all of our pupils. We understand that for some children that means we have to provide additional support to support them in accessing the same learning opportunity as their peers. Although we have an extensive list of strategies we are very aware that every child is different and may require different strategies to those listed below, which we will endeavour to provide to the best of our abilities.

	Strategies that can be used to support named children, where appropriate to the individual.
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. • Ensure expectations and end points are clearly set out and reinforced. • 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.
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. • Where necessary use visual instructions to support pupils independence.
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. • 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 or where not possible an appropriate alternative is used to ensure the child has the same learning opportunities. • 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 visualised 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.

Experienced Trauma	• 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. • Adjust expectations and outcomes where appropriate to make learning feel achievable and safe.
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.