



Strategies for supporting pupils with SEND in Computing lessons.

Individual Need	Here's how we support everyone...
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> ✓ Praise positive behaviour at each step to encourage high self-esteem. ✓ Ensure clear instructions are given throughout the lesson. ✓ Provide time limited learning breaks. ✓ Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. ✓ Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. ✓ Provide IT equipment when necessary to avoid distractions during teacher input.
<p>Anxiety</p>	<ul style="list-style-type: none"> ✓ Ensure the child knows the support available on offer before the lesson begins. ✓ Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. ✓ Teach problem solving before the lesson, and strategies to overcome problems that might be faced in these subjects. ✓ Model how to use IT equipment before setting the work. ✓ Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> ✓ Use a visual timetable so the child knows what is happening at each stage of the day. ✓ Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in. ✓ Provide materials and textures that they can use and understand this information before the lesson. ✓ Avoid changing seating plans ✓ 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 your student's skills, and where their starting place is.
<p>Dyscalculia</p>	<ul style="list-style-type: none"> ✓ Provide concrete resources to help with coding. ✓ Use technology available during the lesson to support learning.

	<ul style="list-style-type: none"> ✓ Ensure the child knows the support available on offer before the lesson begins.
Dyslexia	<ul style="list-style-type: none"> ✓ Use simple, specific instructions that are clear to understand. ✓ Pre-teach vocabulary linked to Computing that will help the child to succeed in the lesson like planning, designing and evaluating. ✓ Explain/adapt the WALT so the child understands what is being asked of them. ✓ Model how to use IT equipment before setting the work.
Dyspraxia	<ul style="list-style-type: none"> ✓ Make the most of large spaces ✓ Provide mouse/stylus if needed. ✓ Ensure the equipment you are using are accessible to the child ✓ Provide a lesson breakdown, with a clear end, a tick might be beneficial. ✓ Provide an equipment list, words, or visuals, and materials needed during the lesson. ✓ Model how to use IT equipment before setting the work.
Hearing Impairment	<ul style="list-style-type: none"> ✓ Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency. ✓ Give instructions when the room is quieter. ✓ Pre-teach vocabulary linked to Computing that will help the child to succeed in the lesson like planning, designing and evaluating. ✓ Try and arrange tables in a circular shape. ✓ Provide sign language visuals where possible.
Toileting Issues	<ul style="list-style-type: none"> ✓ Encourage children to use the toilet before working on a project.
Cognition and Learning Challenges	<ul style="list-style-type: none"> ✓ Use visuals to break each stage into clear, manageable tasks. ✓ Use language that is understood by the child, or take the time to pre-teach language concepts. ✓ Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently. ✓ Model how to use equipment before setting the work. ✓ Physically demonstrate the lesson and the expectations

	<ul style="list-style-type: none"> ✓ Support children with their organisation in the lesson.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> ✓ Provide instruction that are clear, concise and match the language of the child, delivering these instructions slowly. ✓ Use a visual timetable where necessary. ✓ Use visuals on resource lists. ✓ Use visuals on resource boxes so children know which one to access. ✓ Encourage work to be done using pictures and child's voice where possible and then recorded by an adult.
Tourette Syndrome	<ul style="list-style-type: none"> ✓ Provide short, simple clear instructions. ✓ Try and keep the children calm in a lesson, although Computing can be exciting, as this can lead to a tic.
Experienced Trauma	<ul style="list-style-type: none"> ✓ Provide opportunities to be curious and explore the tools and resources that children will use. ✓ Use simple, specific instructions that are clear to understand, and deliver these slowly. ✓ Slowly build up the tools a child can use, as they become more confident in their work, especially in regard to cooking. ✓ Model and remind children behavioural expectations when using tools including clay and cooking, and safe ways of using these including health and hygiene. Use visuals if needed. ✓ Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that D&T is about trial and error.
Visual Impairment	<ul style="list-style-type: none"> ✓ Make sure you have the child's attention before giving instructions. ✓ Encourage children to verbalise their work as well as their thoughts and feelings if possible. ✓ Make sure resources are well organised and not cluttered. ✓ Ensure font is enlarged, ✓ Provide enlarged examples of the work to be completed. ✓ Provide children with additional time when exploring work.