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

Individual Need	Strategies to promote inclusion
Attention Deficit Hyperactivity Disorder (ADHD)	• 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. • Provide brain breaks/movement breaks as appropriate.
Autism Spectrum Condition (ASC)	• 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 appropriate. • Where necessary, provide screenshots of the computer programme that will be used in the lesson.
Dyslexia	• When using the interactive whiteboard, use light, pastel coloured background to avoid black text on a white background. Ensure this is avoided when sharing documents on Chromebooks or in pupils' shared areas. • Any printed resources will be on pastel coloured paper, avoiding black font on white paper. • Individual coloured overlays used by pupils as necessary when reading texts aloud. • 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 space 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. • Provide adapted resources such as pencil grips, larger pencils and spring-loaded scissors as appropriate when writing.
Hearing Impairment	• Ensure that the child can sit near to the interactive whiteboard and/or the teacher. • Repeat instructions for independent learning to ensure the child knows what to do. • Ensure any videos that are shown in computing lessons are subtitled as appropriate. • Provide printouts 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 Needs	• Child to be granted permission to leave and return to the classroom discreetly whenever they need the toilet. • Staff to follow guidance in pupil's intimate care plans.
Cognition and Learning Challenges	• Provide small steps to complete 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. • Total recall activities and low-stake quizzes are used frequently to develop cognition and learning in computing and promote a deeper understanding of skills.
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.
Social, Emotional and Mental Health	• Our school's Thrive and jigsaw approach will be used by all adults supporting the child within the lesson. • Before the lesson, share strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and improvement. • Use simple, specific instructions that are clear to understand, and deliver these slowly. • 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.
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 the 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.