St Vincent's Catholic Primary School

To love, serve and learn as Jesus shows us

Strategies for supporting pupils with SEND in Computing lessons.

Individual Need	Here's how we support everyone…
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 • 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
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
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 and ensure this is avoided when sharing documents on tablets or in pupils' shared areas • 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 • 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 child leave and return to the classroom discreetly and without having to get permission whenever they 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 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
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
Experienced Trauma	• The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour • 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
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