Strategies for supporting pupils with SEND in computing lessons.

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| **Area of Need…** | **How we support our pupils to succeed…** |
| **Communication and Interaction** | * Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly and chunking where necessary
* Use a visual timetable where necessary.
* Use visual prompts
* 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.
* Use task management to support steps of the processes.
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| **Cognition and Learning** | * 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
* Pre-teach language concepts such as algorithm, debugging etc
* Use images to aid sequencing of algorithms so children can change the order.
* Use of consistent slide structures to aid familiarity
* Physically demonstrate the task through role play so children understand the physical concepts of computing.
* Use role play, stories, or social stories to support the delivery of internet safety aspects.
* Encourage the use of peer learning
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| **Social Emotional and Mental Health** | * Create a classroom climate that ensures every child feels safe to make mistakes
* Provide lots of opportunities to ask questions throughout the lesson
* Consider if children are hypo-sensitive or hypersensitive to screen time and how they will manage computing lessons
* Avoid changing seating plans
* Make sure timings are given with reminders for when computing sessions are coming to an end.
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|  | * Use of TIS strategies throughout teaching.
* 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.
* Consider a pupil’s starting place and where we are aiming to end in each session.
* Provide task management boards to sequence the learning into manageable chunks.
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| **Sensory and Physical** | * Provide a lesson breakdown, with a clear end point.
* 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.
* Support access to devices in line with advice from physical and medical needs team.
* Consider the effect of Tech and screen time on VI children, reducing timings or supporting where necessary.
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