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. |
| **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 |
| **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. |
| **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. |