



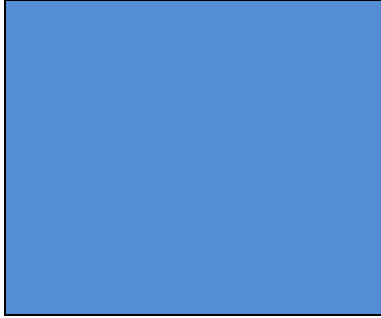
## Strategies for supporting pupils with SEND in computing lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"><li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly and chunking where necessary</li><li>• Use a visual timetable where necessary.</li><li>• Use visual prompts</li><li>• Encourage unplugged plans and evaluations to be done using pictures and child's voice where possible and then recorded by an adult</li><li>• Provide a tech-enabled approach through supportive software such as dictation and text-to-speech.</li><li>• Use task management to support steps of the processes.</li></ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"><li>• Use smaller, structured steps to break each stage of the process down into clear, manageable tasks.</li><li>• Use language and context that is understood by the child</li><li>• Pre-teach language concepts such as algorithm, debugging etc</li><li>• Use images to aid sequencing of algorithms so children can change the order.</li><li>• Use of consistent slide structures to aid familiarity</li><li>• Physically demonstrate the task through role play so children understand the physical concepts of computing.</li><li>• Use role play, stories, or social stories to support the delivery of internet safety aspects.</li><li>• Encourage the use of peer learning</li></ul>
<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"><li>• Create a classroom climate that ensures every child feels safe to make mistakes</li><li>• Provide lots of opportunities to ask questions throughout the lesson</li><li>• Consider if children are hypo-sensitive or hypersensitive to screen time and how they will manage computing lessons</li><li>• Avoid changing seating plans</li><li>• Make sure timings are given with reminders for</li></ul>



## Shortlanesend

when computing sessions are coming to an end.





## Shortlanesend

	<ul style="list-style-type: none"><li>• Use of TIS strategies throughout teaching.</li><li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.</li><li>• Use simple, specific instructions that are clear to understand.</li><li>• Consider a pupil's starting place and where we are aiming to end in each session.</li><li>• Provide task management boards to sequence the learning into manageable chunks.</li></ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"><li>• Provide a lesson breakdown, with a clear end point.</li><li>• Unplugged activities to support a multimodal approach which uses familiar contexts to teach new concepts.</li><li>• Use devices with sound, movement and light outputs to support visual or auditory impairment.</li><li>• Use movement breaks within the lesson to refocus and support concentration.</li><li>• Support access to devices in line with advice from physical and medical needs team.</li><li>• Consider the effect of Tech and screen time on VI children, reducing timings or supporting where necessary.</li></ul>