



Strategies for supporting pupils with SEND in computing lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
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



Shortlanesend



when computing sessions are coming to an end.



Shortlanesend

	• 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.