



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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.