

# Supporting Every Child with SEND

## COMPUTING

### ADHD

*(Attention Deficit Hyperactivity Disorder)*

- Reinforce instructions on how to use computing equipment.
- Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions.

### ANXIETY

- Arrange for another child to be a 'buddy' for computing lessons so that they know they can have a consistent friend to help if needed.
- Where possible, the child will work in a group rather than independently so that they feel supported if they experience any issues with the computer / other equipment.
- Through a visual timetable, pupils are supported to know that I.T. time is coming up.

### ASD

*(Autism Spectrum Disorder)*

- Teacher / TA to discuss what the computing lesson will involve and what programme / software / computing equipment will be used.
- Where possible, the child will work in the same group / team for each sessions.
- Where possible / necessary, discuss any unfamiliar technical vocabulary that might be used prior to the lesson.

### DYSCALCULIA

- Provide printouts of the instructions that will be used in the lesson.
- Where necessary, provide screenshots of the computer programme that will be used in the lessons.

### DYSLEXIA

- When using the interactive whiteboard, avoid black text on a white background and ensure this is avoided when sharing documents on tablets or in pupils' shared areas.
- Show the child how to enlarge or zoom in on a page when using a computer so that text and images can be clearly read and understood.

## DYSPRAXIA

- Provide opportunities for the child to sit in a spot in the classroom where there is plenty of room, particularly when a computer is needed.
- Make sure that instructions are clearly explained and repeated if necessary.
- Allow extra time to complete tasks, especially when new concepts / programmes / software is being used.

## HEARING

*(Hearing Impairment)*

- Ensure that the child is able to sit near to the interactive whiteboard and / or the teacher.
- Repeat instructions for independent learning to ensure the child knows what to do.
- Ensure that any videos that are shown in computing lessons are subtitled.
- Provide print outs or screenshots from the main input in lessons which the child can refer to.
- New and unfamiliar technical vocabulary is discussed at the start of a new computing unit.
- Ensure that background noise is kept to a minimum, particularly when sound is being used with computers.
- Provide headphones for all children if the background noise is going to hinder the hearing-impaired child.

## TOILETING

*(Toileting Issues)*

- Allow the child to leave and return to the classroom discreetly and without having to get permission whenever they need the toilet.

## COGNITION

*(Cognition and Learning Challenges)*

- Provide small steps to complete in independent learning activities as the computing tasks could be unfamiliar.
- Provide a word bank to explain unfamiliar technical vocabulary.
- Provide screenshots of the computer programmes that will be used in computing lessons.
- Use plenty of modelling on screen to ensure that the child understands how to access programmes and the information within them.

## SLCN

*(Speech, Language & Communication Needs)*

- Be prepared to adapt instructions, particularly those that contain unfamiliar technical vocabulary, so that the child can understand them.

- Provide lots of 'talk' opportunities so that new concepts can be discussed, prior to beginning independent learning.
- Provide printouts which include the images of symbols / icons / buttons that will be used in the lesson.

## TOURETTE

*(Tourette Syndrome)*

- Provide a list of components to include in a task to aid attention.
- Be aware that a piece of work may not be fully completed.

## TRAUMA

*(Experienced Trauma)*

- The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour.
- Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error.
- Use simple, specific instructions that are clear to understand, and deliver these slowly.

## VISUAL

*(Visual Impairment)*

- Ensure that the child is taught how to adjust the screen resolutions on computers (brightness, contrast) and how to zoom in and out.
- Consider the colour of backgrounds and text on interactive whiteboard when teaching and that of the computers when accessing shared documents.
- Ensure that when a computer is being used, it is in a space where there is as little glare as possible.
- Consider dimming or switching off the classroom lights during computing lessons.
- Allow breaks from using the computer during extended periods of work where there could be the risk of fatigue through continually looking at a screen.