Strategies/Adaptations for supporting pupils with Special Educational Needs and Disabilities in Computing lessons

SENSORY AND PHYSICAL
including: ASD/Anxiety/visual/hearing/sensory processing issues/DCD/Dyspraxia

- ✓ **Position in room** – location of child to accommodate needs as comfortably as possible for the individual child
- ✓ **Pre- teach**: individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson
- ✓ **Pre-warning of change**: Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before
- ✓ **Cues**: Children will be able to use a 'help card' if they feel that they need support within the classroom
- ✓ **Adult Support**: All adults who work with these children will nurture a positive, supportive, trusting relationship with the them and the will be available for support during the lesson
- ✓ **Differentiation**: Learning will be adapted so that it is accessible to the child, e.g., when programming, the child/children may be offered space in another area in the school or the actual programming task may be broken down into 1, 2 or 3 manageable steps
- ✓ Time will be given for the child to process new information and instructions with the support of visual cues
- ✓ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson
- ✓ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
- ✓ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort
- ✓ All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational, TIS approach
- ✓ Any rules/expectations will be consistently implemented by all adults in the room with the golden rules followed. Equally, praise will be a key feature of the lesson with good behaviour acknowledged
- ✓ Seating arrangements will be considered carefully to minimise distractions within the music session
- ✓ Children in need of sensory breaks will know the specific strategy/process they go through in order to take one. This will be supported/aided by the teacher where needed
- ✓ Instructions and key information will be given clearly, concisely and in manageable chunks so the children understand what is being asked of them
- ✓ Children will have a specific timetable which is adhered to (where possible) at all times. When there is a change to the schedule, this will be clearly communicated with the child/children in advance (sometimes the day/s before).

Hearing impairment:
- ✓ Adults will discretely check that the child is wearing their hearing aid and check linked microphone is correctly connected/paired with hearing device.
- ✓ A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment
- ✓ Questions asked by other children will be repeated clearly and loudly so that the child is aware of any key information being shared
- ✓ Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson
- ✓ Children will be provided with key vocabulary specific to music (as and when needed) with technical terms explained

Visual impairment:
- ✓ A thicker/darker pencil will be provided to support the child with reading their own writing
- ✓ Children will be given enlarged images, pictures and diagrams as and when needed
- ✓ If the child needs a typoscope when reading information, this will be accessible whenever necessary
- ✓ Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible
- ✓ Screen resolution and accessibility settings to be adapted to the needs of the child at the beginning of session if required.

COMMUNICATION AND INTERACTION
including: Speech and language/ASD
- ✓ Children will be given time to process information and to give responses to answers
- ✓ Speech will be clear and slowed in delivery so that children can understand what is being said, what information is being shared and any instructions that are being given. This may be additional instructions that are given once the majority of the class have started their task
- ✓ Symbols, signs and visual timetables will be used to support communication as and when needed
- ✓ Lots of opportunities will be given to communicate in either a trusted friendship pair or small group context to develop confidence
- ✓ Positive responses and praise will be given to any attempts at communicating
- ✓ Adults will check the child's understanding and progress throughout the lesson

COGNITION AND LEARNING
including: Dyslexia/Dyscalculia/MLD/SLD

- ✓ When there are printed work sheets, adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper
- ✓ Numbered points or bullet points will be used rather than large paragraphs of writing/information
- ✓ Children will be able to use a ruler or their finger to follow writing/text when reading

The use of pictures and diagrams will be used to break up large sections of information

SEMH
including: ASD/ADHD/TRAUMA/ATTACHMENT/
- ✓ All adults who work with these children will nurture a positive, supportive, trusting relationship with them and the will be available for support during the lesson
- ✓ Learning will be adapted so that it is accessible to the child, e.g. when programming, the child/children may be offered space in another area in the school or the actual programming task may be broken down into 1, 2 or 3 manageable steps

- ✓ Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals/at the start of the day or day/s before
- ✓ Preparation for what is coming will be provided with the use of visuals if needed
- ✓ Time will be given for the child to process new information and instructions with the support of visual cues
- ✓ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson
- ✓ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
- ✓ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort
- ✓ The TIS approach will be used by all adults supporting the child within the lesson
- ✓ Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure
- ✓ Children will be provided with a safe and familiar break out space if they need it throughout the lesson
- ✓ Depending on what has been agreed with the adults in the room and depending on the child's ILP, children will be able to leave the room to their safe space as and when needed
- ✓ Adults supporting the child will have good understanding of how best to support the child with their emotions – they will be able to let visitors know about their need and the current strategy being used to support them for that lesson