

ADHD

- Reinforce instructions on how to use the computer equipment
- Be Explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions
- Additional resources such as fiddle toys, wobble cushions, fidget feet etc.

ASD

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

Cognition and Learning Needs

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

Dyspraxia / Physical Impairment

- 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

Strategies to support children in Computing



Dyslexia / Dyscalculia

- When using the interactive whiteboard, avoid black text on a white background
- Show the child how to enlarge or zoom in on a page
- Where necessary, provide screenshots of the computer programme and steps that will be used in the lesson

Hearing and Visual Impairment

- Ensure that the child is able to sit near to the interactive whiteboard and/or teacher
- 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
- Provide headphones for all children if the background noise is going to hinder the hearing impaired child

Speech, Language and 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
- Provide printouts which include the image of symbols/icons/buttons that will be used in the lesson

Gifted and Talented

- Access to more advanced programs & software
- Opportunities to create/ develop/problem solve within lessons (e.g, coding)