Support for Pupils with SEND in Computing at DFPS

Sound and light issues:

- There is effective and quiet ventilation in the classroom.
- Computer/laptops are positioned to reduce glare.
- Interactive whiteboards are non-reflective to reduce glare.
- Headphones to be worn if sounds are being used on iPad/Chromebooks.

Seating:

- Check classrooms are not cluttered with ICT equipment.
- Make sure pupils with motor impairments have appropriate assistive technology and software to support them and enough space to use it.
- There should be adequate space at the desks for pupils to work off screen, collaboratively and on paper.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussion.

Resources:

- Consider using a wireless keyboard and mouse to facilitate teacher-pupil interaction with minimal disruption.
- Is there one dedicated computer for assistive technology/specialist software, or can pupils with SEN and/or disabilities move between the resources?
- Provide assistive resources, such as templates or diagrams, to support pupils' input.

Displays:

- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.
- Be aware of potentially distracting elements of wall displays.

Low-arousal areas

- Pupils on the autistic spectrum may become deeply involved in working in isolation on a computer. They will benefit from clear preparation and support when returning to a group.

Multi-sensory approaches

- Chose resources and tasks that support alternative ways of communicating, e.g. presentations that use relevant digital video – or audio-editing software.

Working with additional adults

- Make sure additional adults are trained so they are comfortable with any software and hardware being used, and understand how it can support independent learning.

Managing group work and discussion

- Ask what role each pupil has taken in a collaborative computing task and give all pupils a role in modelled and collaborative learning.

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signaled.
- Sequence of groupings is outlined for pupils.

IT

Consider access to, and coordination of, IT resources to enable pupils to complete tasks successfully. For example:

- Using symbol-processing software or a picture communicator for pupils with speech and language communication needs
- using head switches, touch screens, or an alternative mouse or keyboard for pupils with reduced motor skills, or "
- adjusting the screen resolution, or using a bigger screen, for pupils with a visual impairment.

Teachers' communication

- Computing skills are demonstrated clearly and progressively.