

Seating

- Place pupils who need the most support close to an adult so they can hear and see key prompts.
- Consider the impact of lighting, proximity of noise and peer influences for SEND pupils.
- 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.

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.
- Adapt any laptop/iPad accessibility settings as required.

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.



Support for pupils with SEND in Computing

Technology

- Consider access to, and coordination of, ICT 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.
- Adjusting the screen resolution, or using a bigger screen, for pupils with a visual impairment.

Sound and Light Issues

- Place pupils who need the most support close to an adult so they can hear and see key prompts.
- Make sure there is effective and quiet ventilation in the classroom.
- Make sure laptops are positioned to reduce glare.
- Use headphones if sounds are being used on iPads/laptops.

Health and Wellbeing

- Check the room in terms of health and safety, eg in relation to wires and cables.
- Make sure anti-repetitive strain injury (RSI) measures and practices are in place.
- Make sure all pupils have appropriate breaks in tasks such as data entry.
- Ensure pupils are explicitly taught how to deal with online issues, helping to maintain their well-being.

Communication

- 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.
- Plan to teach new language explicitly.
- Allow children time to think pair, share before cold calling.
- Use 'Now and Next' and/or checklists to support individual pupils when giving multi-step instructions.

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. equipment for pupils with particular SEND.
- Balance online activities with 'unplugged' activities.

Displays

- Ensure font size/type is in line with school policy.
- Ensure background colours of the whiteboard are considered for pupils with dyslexia.
- Be aware of potentially distracting elements of wall displays and limit these.
- Include key vocabulary and visual prompts.

Group Work

- Provide children with a clear role in collaborative tasks.