Support SEND Pupils in Computing

Barriers to Computing	High Quality Teaching Strategies	Support 'additional to' or 'different'
Slow or error prone typing	Explicit teaching of keyboard and typing skills. 'Typing club' Use a font with letters which are formed in the same style as the school handwriting policy when word processing. (sans -serif) Remove or add a speller/grammar checker to support pupils.	Use 'text to speech' software. Pupils can hear back what they have written to check for errors. (find on accessibility on ipad) 'speech to text' can be used to voice record ideas. Adult support to record some ideas to begin a task.
Difficulties learning and understanding subject language	Plan for the repetition of this vocabulary to be used e.g. during a retrieval session at the start of following lessons. Provide a glossary of terms to pupils using subject specific vocabulary. Google drive-computing vocabulary	Pre-teaching of new vocabulary prior to the lesson where adult support is available. Use the language within a social story context.
Sensory or fine motor difficulties which may cause difficulties using equipment.	Crumbles program tool – use a partner, one person explains, one completes fine motor task. Provide headphones to eliminate background noise.	Pupils use a background, font colour or font size which is in line with recommendations. Limit or extend task time to make task achievable. Use 'accessibility settings' on ipad to magnify pages for pupils with a visual impairment.
Difficulties deciding which software is appropriate for a task.	Visual support to demonstrate the purpose or function of each piece of software – a directory of resources. Demonstrate software during other lesson time to show within a context.	Limit options of choices e.g. choose between 2.