



Quality First Teaching – 4 Areas of SEND and Computing Specific

Communication and Interaction	
Quality First Teaching Strategies	Computing Specific
<ul style="list-style-type: none"> • ‘Rules’ of good listening displayed, taught, modelled and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) • Pupil’s name or agreed cue used to gain individual’s attention - and before giving instructions • Range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary e.g. symbols, pictures, concrete apparatus, artefacts, role-play • Instructions broken down into manageable chunks and given in the order they are to be done • Checklists and task lists - simple and with visual cues • Delivery of information slowed down with time given to allow processing • Pupils are given a demonstration of what is expected • System of visual feedback in place to show if something has been understood (e.g. thumbs up) • Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words • Talking partners or similar used to encourage responses • Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher 	<ul style="list-style-type: none"> • Videos modelling the task/elements of the task on KAPOW • Repetition of key phrases and key vocabulary • Images to show key vocabulary/sets of instructions • Pre-teach this could be pre-teaching of the equipment or the use of programmes and their features • Retrieval of previous session to remember what’s been taught before so new learning can be linked to what’s already known in KAPOW • Completing a ‘walk through’ of how to access a feature or programme e.g. you do it and they copy you do it and at the same time they do it. • Partner work and peer support • Scaffolds e.g. support material of the step by step process • Time to experiment with hardware prior to the lesson • Pupils with communication impairments are given: <ul style="list-style-type: none"> • >time to think about questions before being required to respond • > time to explain, and

<ul style="list-style-type: none"> • Access to a quiet, distraction free work station if needed • Parents advised of new vocabulary so it can be reinforced at home • Minimise use of abstract language 	<p>> respect for their responses to questions and contributions to discussions.</p>
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Cognition and Learning	
Quality First Teaching Strategies	Computing Specific
<ul style="list-style-type: none"> • ‘Next steps’ for learning derived from what the pupil can already do - referring back to earlier stages only when necessary • Instructions broken down into manageable chunks and given in sequence • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning explicitly made • Key learning points reviewed at appropriate times during and end of lesson • Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders • To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc. • Coloured paper for worksheets and coloured background on IWB (beige) • Occasional opportunities to work with a scribe - perhaps within a small group to produce a piece of 	<ul style="list-style-type: none"> • Adapted keyboards, if required • Talking tins purchase if necessary. • Key learning/images/instructions displayed on the whiteboard screen are printed/made available to the children on their desk. • Use of symbols and images, dual coding • Reduce any reading that could be needed • Give stem sentences for answering questions/for discussions with a partner • Display pupils’ work, assessment criteria for tasks, or projects and posters to encourage pupils’ understanding or trigger their memory. • Demonstrate software in short, achievable steps for pupils who, for example, may have a poor concentration span or poor motor skills. • Reduce the possibility of frustration at not being able to use programs to achieve an objective by having ‘how-to’ posters on the desks/instructions available.

<p>writing for ‘publication’ e.g. displayed on the wall, read to other children etc.</p> <ul style="list-style-type: none"> • Text presented clearly - uncluttered, use bullet points and clear font • Diagrams and pictures to add meaning alongside text • Additional time to complete tasks if necessary • Teach and model memory techniques • Minimise copying from the board - provide copies for pupil if necessary • Teach pupil how to use planners, task lists etc. • Teach keyboard skills 	
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	Computing Specific
<ul style="list-style-type: none"> • Take time to find pupil’s strengths and praise these - ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • ‘Catch’ the pupil being good and emphasize positives in front of other pupils and staff (where appropriate) • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently - ensuring that supply staff apply same consistency • Give breaks between tasks and give legitimate ‘moving around’ activities e.g Brain Gym, wake up and shake up • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources 	<ul style="list-style-type: none"> • Pre teaching the use of equipment or programme • Allow time with the equipment or programme prior to the lesson to reduce anxiety • Have conversations around technology not always being reliable and how to manage our emotions when something doesn’t work correctly/doesn’t do what we want it to do • Teacher/TA check ins regularly throughout the lesson • Use the child to model to the class so they are actively involved in the lesson • Chunk instructions and support with visual cues. • Personalise teaching/tasks where possible to reflect pupils’ interests

<ul style="list-style-type: none"> • Where possible, create a quiet area both for working and as a 'quiet time' zone • Use a visual timer to measure and extend time on task - start small and praise, praise, praise • Ensure that tools/equipment are easily accessible and available for use. • Use pupil's name and ensure you have their attention before giving instructions • Make use of different seating and grouping arrangements for different activities • Communicate in a calm, clear manner • Keep instructions, routines and rules short, precise and positive • Ensure groupings provide positive role models • Transition from whole class work to independent or group work is taught, clearly signalled and actively managed • Communicate positive achievements - no matter how small - with home and encourage home to do the same • Use Social stories when appropriate. 	<ul style="list-style-type: none"> • Pupils may become deeply involved in working in isolation on a computer. They will benefit from clear preparation and support when returning to a group. Give the children a warning that their time on the ipad/laptop is coming to an end. • In group/partner work pupils are assigned specific roles which gives all pupils something to do and keeps them focused.
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Sensory Needs	
Quality First Teaching Strategies	Computing Specific
<u>Visual Difficulties</u>	<ul style="list-style-type: none"> • Coloured keyboards • Coloured overlays

- Ensure correct seating in relation to board, whiteboard, IWB taking into account levels of vision in each eye
- Try out different paper/IWB colours to try to find best contrast
- Consider lighting - natural and artificial - which is most comfortable?
- Eliminate inessential copying from the board
- Always use verbal explanations when demonstrating to the class.
- Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows - your face becomes difficult to see

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language - trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required

- Adjust the seating plan so the work can be seen clearly/the child can hear the adult teaching
- Use of headphones
- Dictate to produce text
- Adapted computer resources e.g. keyboard/mouse
- Minimal instructions or given in small chunks/one step at a time
- Provide enlarged handouts/print out so text from the board doesn't have to be read
- Use of talking tins/ipad voice recorder
- Enlarge the individuals screen
- Don't overload with lots of resources/worksheets
- Take advice from specialist teams related to font style and size
- Avoid the sharing of texts/screens/handouts unless doing so is a priority for social reasons e.g. working together on a project.
- Position screens to reduce glare
- Adjust the screen resolution, or using a bigger screen, for pupils with a visual impairment.
- Make use of a talking word processor to read out text.

- Repeat contributions from other children - their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Divide listening time into short chunks
- Use visual symbols to support understanding

Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work - where space allows, could he/she be placed next to a 'free' desk?
- Positioned so pupil is able to view the teacher directly without turning the body - close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
- Allow additional time to complete tasks