

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"> • Clear 'rules for good listening' are displayed, explicitly taught, modelled, and regularly reinforced. • Pre-arranged visual or verbal cues are used to gain attention (e.g. symbol cards, countdowns, hand signals). • Pupils' names or agreed cues are used before giving instructions. • Spoken instructions are supported with multi-sensory approaches (visuals, symbols, modelling, concrete resources). • Instructions are broken down into small, sequential steps and given in the order they need to be completed. • Use of visual checklists, now/next boards, and task lists. • Information is delivered at a slower pace with processing time built in. • Adults model expectations clearly before independent work begins. • Visual feedback systems are used to check understanding (e.g. thumbs up/down, traffic lights). • Talking partners and structured partner talk are used to support verbal responses. • Seating and classroom layout ensure pupils can see adults, screens, and visual prompts. 	<ul style="list-style-type: none"> • Use live modelling, short instructional videos or screen recordings to model tasks. • Repetition of key vocabulary (e.g. algorithm, debug, command, save). • Visual instructions using symbols (e.g. Wigit) to support routines and processes. • Pre-teaching of: <ul style="list-style-type: none"> • Equipment (mouse, keyboard, touchscreen) • Software features • New programs or interfaces • Retrieval practice at the start of lessons to link prior learning. • Step-by-step walkthroughs (teacher models → pupils copy). • Peer support and paired programming. • Scaffolded instructions placed on desks or screens. • Time to explore hardware/software before formal tasks. • Safe links to online programs shared for home practice. • Pupils are given:

<ul style="list-style-type: none"> • Access to quiet or low-distraction workspaces when required. • Parents/carers are informed of new vocabulary so it can be reinforced at home. • Abstract language is minimised and clarified. • 	<ul style="list-style-type: none"> • Thinking time before answering • Time to explain ideas • Respect for all contributions, verbal or non-verbal
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Cognition and Learning	
Quality First Teaching Strategies	Computing Specific
<ul style="list-style-type: none"> • Learning builds from what pupils can already do; unnecessary repetition is avoided. • Instructions are chunked and sequenced. • Pupils explain tasks back to adults to check understanding. • Explicit links are made to prior learning. • Key learning points are revisited during and at the end of lessons. • Alternative ways to show understanding are offered (diagrams, voice notes, screenshots). • Support for working memory (whiteboards, note-taking prompts). • Clear, uncluttered presentation of text using accessible fonts and layouts. • Visuals are used to support meaning. • Additional time provided where needed. • Memory strategies are explicitly taught and modelled. • Copying from the board is minimised. 	<ul style="list-style-type: none"> • Teach and practise keyboard skills explicitly. • Use adapted or coloured keyboards where appropriate. • Use voice recording tools (e.g. tablets) to capture instructions or ideas. • Printed versions of key instructions/screens are available on desks. • Use widgeits and images to reduce reliance on reading. • Reduce reading load by simplifying on-screen text. • Provide sentence stems for explanations or evaluations. • Display exemplars, success criteria, and finished projects. • Demonstrate software in short, achievable steps. • Provide “how-to” cards or posters to reduce frustration. • Allow pupils to record explanations instead of writing where appropriate.

<ul style="list-style-type: none"> • Pupils are taught how to use checklists, and task organisers. 	
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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 • 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 	<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 • 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.

<ul style="list-style-type: none"> • 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. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet • Use Social stories when appropriate. 	
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Sensory Needs	
Quality First Teaching Strategies	Computing Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> • Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye • Try out different paper/Smartboard colours to try to find best contrast • Consider lighting – natural and artificial – which is most comfortable? • Eliminate inessential copying from the board 	<ul style="list-style-type: none"> • Coloured keyboards • Coloured overlays • 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

- 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
- 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

- 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.
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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