



Strategies for Supporting Children with SEND at Bugle School

How we support our pupils to succeed...

Communication and Interaction

- Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly, where necessary.
- Use of a visual timetable for the lesson.
- Use visual prompt cards / posters.
- Consider alternative methods of recording a child's evaluation of their work - scribed by an adult, recorded.
- Provide a tech-enabled approach through supportive software such as dictation.

Cognition and Learning

- Use smaller, structured steps to break each stage of the process down into clear, manageable tasks.
- Use language and context that is understood by the child for instructions.
- Pre-teach language concepts such as algorithm, debugging etc.
- Use images to aid sequencing of algorithms so children can change the order.
- Ensure lessons follow similar patterns to aid familiarity.
- Physically demonstrate the task through role play so children understand the physical concepts of computing.
- Use role play to support the delivery of internet safety aspects.
- Encourage the use of peer learning.

Social Emotional and Mental Health

- Create a classroom climate that ensures every child feels safe to make mistakes.
- Provide lots of opportunities to ask questions throughout the lesson.
- Understand if the child is hyposensitive or hypersensitive and how they will manage the sensory effects of screens.
- Avoid changing seating plans without warning.
- Use of TIS strategies throughout a lesson.
- Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.
- Use simple, specific instructions that are clear to understand.
- Understand the child's skills, and where their starting place is.
- Provide task management boards to sequence the learning into manageable chunks, where necessary.

Sensory and Physical

- Provide a lesson breakdown, with a clear end.
- Pre-teach specific skills and techniques, where necessary.
- Provide children with additional time to practise specific techniques and how to use equipment appropriately.
- Ensure all members of staff in the lesson are aware of any sensory needs or triggers.
- Use movement breaks within the lesson to refocus and support concentration.