# Computing and...

## Social communication



I might struggle to:
- Understand verbal instructions and technical vocabulary.
- Ask for help.
- Interpret peer feedback or tone online.
- Recognise inappropriate content.

Help me by:
- Use concrete examples and visual rules.
- Model safe online behaviour.
- Role-play online scenarios.
- Use clear, simple language.

## Cognition and Learning



I might struggle to:
- Remember sequences (e.g. steps in coding or logging in).
- Understand programming concepts.
- Utilise unfamiliar programs or technology.
- Transfer skills from one lesson or program to another.
- Understand what personal information is unsafe to share.

Help me by:
- Breaking tasks into small, clear steps.
- Using visual supports (checklists, diagrams, flowcharts).
- Providing repetition and overlearning opportunities.
- Pre-teaching key vocabulary and concepts.
- Teach online safety explicitly and repeatedly.

## Social, emotional and mental health



I might struggle to:
- Complete tasks of which I'm not confident
- Wait my turn to use devices.
- Manage my impulses online (clicking on pop-ups or links.)
- Report online worries.

Help me by:
- Create clear reporting systems.
- Supporting a growth mindset
- Reminding me of rules and expectations frequently
- Using social stories

## Sensory and Physical



I might struggle to:
- Control or utilise mice, trackpads or keyboards.
- Work with bright screens or noise.
- Process busy visuals.
- Sit with a supportive posture.

Help me by:
- Providing adapted equipment.
- Adjusting the learning environment.
- Offering alternative input methods.
- Reducing visual clutter.
- Scheduling regular movement breaks..

# What does this look like?

## Social communication

- Provide visuals for key vocabulary.
- Provide written/pictorial instructions alongside spoken ones.
- Teach sentence starters like “Can you help me with…?”
- Posters/visuals for “Safe vs Not Safe”
- Simple rules like “STOP–TELL–BLOCK.”
- Story-based lessons about online risks.
- Child-friendly checklists for safe browsing.

## Cognition and Learning

- Provide a visual steps/task managers.
- Build up confidence by adding steps gradually.
- Model one command at a time on the board before pupils try it.
- Revisit games/programmes frequently to build confidence and memory.

## Social, emotional and mental health

- Use a visual timer for turn-taking on devices
- Share class rules at the start of lessons
- Refer to online risks.
- Practice reporting a worry to a trusted adult.
- Use social stories to support impulsive behaviour.

## Sensory and Physical

- Larger keyboards or touch screens.
- Text-to-speech or voice typing.
- Dark mode and reduced brightness.
- Laptop stands or wrist supports.