

Strategies for supporting pupils with SEND when Writing in lessons.

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| **Individual Need** | **Here’s how we support everyone…** |
| **Attention Deficit Hyperactivity Disorder** | * Use actions when retelling stories
* Incorporate drama into writing lessons to explore character and plot
* Ask children to repeat the instructions to ensure they know what and how to perform a task
* Ensure opportunities for Paired work / talk partner work
* Writing frames used to break up writing tasks and planning
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| **Anxiety** | * Ensure consistency with regard to group work – (i.e. talk partners are always the same)
* Positive relationship are maintained with regular dialogue
* Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved
* Pre-teach interventions and conversations
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| **Autism Spectrum Disorder** | * Differentiate writing tasks to ensure that the child can access and make progress
* Ask direct ‘closed’ questions through class discussion
* Where possible, use visual prompts to aid writing
* Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning
* Give a clear goal for the content of independent writing and how much is expected by the end of a lesson
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| **Dyslexia** | * Using a background other than white when displaying writing (paper based or on interactive whiteboard)
* Provide coloured over lays in different sizes for reading
* Using font size 12 or above on printed sheets (stories / information texts)
* Using fonts such as Century Gothic, Comic Sans, Arial or
* Verdana on printed sheets (stories / information texts)
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| **Dyspraxia** | * Build in opportunities to type written work
* Provide writing slopes
* Provide scaffold sheets to aid the structure of a piece of writing
* Pencil grips and a wider range of writing tools are

explored to find the most suitable |
| **Hearing Impairment** | * Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher
* TA to support independent learning to ensure the child knows what to do
* Ensure that any videos that are shown in writing lessons

are subtitled |

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|  | * Provide print outs from the main input in a writing lesson which the child can refer to
* New and unfamiliar vocabulary in a text is discussed at

the start of a new sequence of learning |
| **Toileting Issues** | * Let the child leave and return to the classroom discreetly and without having to get permission whenever they

need the toilet (use a ‘toilet pass’ if appropriate)* Sit the child close to the door so that they can leave the classroom, discreetly
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| **Cognition and Learning****Challenges** | * Differentiate writing tasks to ensure that the child can access and make progress
* Provide word mats and vocabulary that are writing genre specific
* Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing
* Provide regular ‘check ins’ (mini-plenaries) to ensure that the child understands and is confident in their writing
* Support the child to overcome problems with
* understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task;
* Provide a word bank, with key vocabulary for the topic/area being studied;
* Provide key words with pictures/symbols to help with the

child’s memory;* Provide a writing frame to help structure work;
* Keep Powerpoint slides simple and uncluttered. Highlight key information.
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| **Speech, Language &****Communication Needs** | * Be prepared to adapt a story or non-fiction text so that the child can understand it
* Provide lots of supported ‘talk’ opportunities so that ideas
* can be generated, prior to beginning writing Use signs, symbols and visual timetables to support communication;
* Use visual displays (objects and pictures) that can be used to support understanding;
* Provide a visual guide to the lesson, eg a check list, or

pictures to aid understanding. |
| **Tourette Syndrome** | * Provide a list of elements to include in a piece of writing to aid attention
* Be aware that a piece of writing may not be fully

completed |
| **Experienced Trauma** | * Provide space and time to ‘walk away’ if themes within

stories stir memories & negative emotions* The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans may need to be

adapted/differentiated to include these elements |
| **Visual Impairment** | * Provide thicker pencil/pen that to make it easier to read own writing
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|  | * Ensure that ‘displayed’ texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom
* Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue;
* Allow more time when visually exploring a material and

when completing a visually challenging task; |