

## Strategies for supporting pupils with SEND when Writing in lessons.

Individual Need	Here's how we support everyone...
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use actions when retelling stories</li> <li><input type="checkbox"/> Incorporate drama into writing lessons to explore character and plot</li> <li><input type="checkbox"/> Ask children to repeat the instructions to ensure they know what and how to perform a task</li> <li><input type="checkbox"/> Ensure opportunities for Paired work / talk partner work</li> <li><input type="checkbox"/> Writing frames used to break up writing tasks and planning</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure consistency with regard to group work – (i.e. talk partners are always the same)</li> <li><input type="checkbox"/> Positive relationships are maintained with regular dialogue</li> <li><input type="checkbox"/> Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved</li> <li><input type="checkbox"/> Pre-teach interventions and conversations</li> </ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate writing tasks to ensure that the child can access and make progress</li> <li><input type="checkbox"/> Ask direct 'closed' questions through class discussion</li> <li><input type="checkbox"/> Where possible, use visual prompts to aid writing</li> <li><input type="checkbox"/> Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning</li> <li><input type="checkbox"/> Give a clear goal for the content of independent writing and how much is expected by the end of a lesson</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using a background other than white when displaying writing (paper based or on interactive whiteboard)</li> <li><input type="checkbox"/> Provide coloured overlays in different sizes for reading</li> <li><input type="checkbox"/> Using font size 12 or above on printed sheets (stories / information texts)</li> <li><input type="checkbox"/> Using fonts such as Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts)</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Build in opportunities to type written work</li> <li><input type="checkbox"/> Provide writing slopes</li> <li><input type="checkbox"/> Provide scaffold sheets to aid the structure of a piece of writing</li> <li><input type="checkbox"/> Pencil grips and a wider range of writing tools are explored to find the most suitable</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher</li> <li><input checked="" type="checkbox"/> TA to support independent learning to ensure the child knows what to do</li> <li><input checked="" type="checkbox"/> Ensure that any videos that are shown in writing lessons are subtitled</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide print outs from the main input in a writing lesson which the child can refer to</li> <li><input type="checkbox"/> New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>✓ 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)</li> <li>✓ Sit the child close to the door so that they can leave the classroom, discreetly</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate writing tasks to ensure that the child can access and make progress</li> <li><input type="checkbox"/> Provide word mats and vocabulary that are writing genre specific</li> <li><input type="checkbox"/> Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing</li> <li><input type="checkbox"/> Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing</li> <li><input type="checkbox"/> Support the child to overcome problems with</li> <li><input type="checkbox"/> understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task;</li> <li><input type="checkbox"/> Provide a word bank, with key vocabulary for the topic/area being studied;</li> <li><input type="checkbox"/> Provide key words with pictures/symbols to help with the child's memory;</li> <li><input type="checkbox"/> Provide a writing frame to help structure work;</li> <li><input type="checkbox"/> Keep Powerpoint slides simple and uncluttered. Highlight key information.</li> </ul>
<b>Speech, Language &amp; Communication Needs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be prepared to adapt a story or non-fiction text so that the child can understand it</li> <li><input type="checkbox"/> 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;</li> <li><input type="checkbox"/> Use visual displays (objects and pictures) that can be used to support understanding;</li> <li><input type="checkbox"/> Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.</li> </ul>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a list of elements to include in a piece of writing to aid attention</li> <li><input type="checkbox"/> Be aware that a piece of writing may not be fully completed</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide space and time to 'walk away' if themes within stories stir memories &amp; negative emotions</li> <li><input type="checkbox"/> 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</li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>✓ Provide thicker pencil/pen that to make it easier to read own writing</li> </ul>

	<ul style="list-style-type: none"><li data-bbox="539 103 1449 215">□ Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom</li><li data-bbox="539 226 1449 338">□ 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;</li><li data-bbox="539 349 1449 407">□ Allow more time when visually exploring a material and when completing a visually challenging task;</li></ul>
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