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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** | * Structured lessons that follow The Write Stuff approach will allow children to predict what will happen in a formal sequence with consistent rules and routines that do not differ from one year group to another * Use actions when retelling stories * Incorporate drama into writing lessons to explore character and plot through experience lessons * 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 * Fiddle toys and wobble cushions are used to enable movement and to aid concentration |
| **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 |
| **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 * Use of sand timers, traffic light task progression visuals and Now and Next boards to support understanding of when the task/lesson will be finished |
| **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 * Use the following fonts on printed sheets: Sassoon CR Infant in KS1 and Twinkl Cursive Looped in KS2 * Children have access to their own whiteboard in the session, rather than copying from the class board |
| **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 option   * Opportunity is given to move around between bursts of learning. |
| **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   * 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 * Sit the child close to the door so that they can leave the classroom, discreetly |
| **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 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 planning sheets that involve children drawing pictures to prompt them about each part of their writing * Keep PowerPoint slides simple and uncluttered |
| **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 that can be used to support understanding * Provide a visual guide to the lesson, e.g. 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   * Emotional reactions are filtered and we listen and respond with support and understanding * Children are never asked to stop their tics |
| **Experienced Trauma** | * Provide space and time to ‘walk away’ if themes within   stories stir memories & negative emotions   * A predictable environment with clear expectations for behaviour is provided |
| Visual Impairment | * Provide thicker pencil/pen that to make it easier to read own writing * Ensure that ‘displayed’ texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom * Enlarge worksheets to A3 make text easier to read * 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   * Children have access to their own whiteboard in the session, rather than copying from the class board. |