



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

Individual Need	Here's how we support everyone...
<p><b>Attention Deficit Hyperactivity Disorder</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Use actions when retelling stories</li> <li><input type="checkbox"/> Incorporate drama into writing lessons to explore character and plot through experience lessons</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"/> Fiddle toys and wobble cushions are used to enable movement and to aid concentration</li> </ul>
<p><b>Anxiety</b></p>	<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>
<p><b>Autism Spectrum Disorder</b></p>	<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> <li><input type="checkbox"/> 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</li> </ul>
<p><b>Dyslexia</b></p>	<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</li> <li><input type="checkbox"/> Use the following fonts on printed sheets: Sassoon CR Infant in KS1 and Twinkl Cursive Looped in KS2</li> <li><input type="checkbox"/> Children have access to their own whiteboard in the session, rather than copying from the class board</li> </ul>
<p><b>Dyspraxia</b></p>	<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 option</li> <li><input type="checkbox"/> Opportunity is given to move around between bursts of</li> </ul>

	learning.
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher</li> <li><input type="checkbox"/> TA to support independent learning to ensure the child knows what to do</li> <li><input type="checkbox"/> Ensure that any videos that are shown in writing lessons are subtitled</li> <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><input type="checkbox"/> Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet</li> <li><input type="checkbox"/> 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 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 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 planning sheets that involve children drawing pictures to prompt them about each part of their writing</li> <li><input type="checkbox"/> Keep PowerPoint slides simple and uncluttered</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</li> <li><input type="checkbox"/> Use signs, symbols and visual timetables to support communication</li> <li><input type="checkbox"/> Use visual displays that can be used to support understanding</li> <li><input type="checkbox"/> Provide a visual guide to the lesson, e.g. 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> <li><input type="checkbox"/> Emotional reactions are filtered and we listen and respond with support and understanding</li> <li><input type="checkbox"/> Children are never asked to stop their tics</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"/> A predictable environment with clear expectations for behaviour is provided</li></ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide thicker pencil/pen that to make it easier to read own writing</li><li><input type="checkbox"/> Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom</li><li><input type="checkbox"/> Enlarge worksheets to A3 make text easier to read</li><li><input type="checkbox"/> 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><input type="checkbox"/> Allow more time when visually exploring a material and when completing a visually challenging task</li><li><input type="checkbox"/> Children have access to their own whiteboard in the session, rather than copying from the class board.</li></ul>