



Strategies for supporting pupils with SEND in Writing

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<p>Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher.</p> <p>TA to support independent learning to ensure the child knows what to do.</p> <p>Ensure that any videos that are shown in writing lessons are subtitled if needed.</p> <p>Provide print outs from the main input in a writing lesson which the child can refer to.</p> <p>New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning.</p> <p>Be prepared to adapt a story or non-fiction text so that the child can understand it.</p> <p>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, e.g. a check list, or pictures to aid understanding.</p> <p>Use of sentence stacking to support writing.</p> <p>Use of Regular check ins from adults to assess understanding and enable early intervention where misconceptions arise.</p> <p>Cold calling to support building confidence in communication.</p> <p>Use of Oracy skills to build on and extend previous answers.</p>
Cognition and Learning	<p>Differentiate writing tasks to ensure that the child can access and make progress.</p> <p>Ask direct 'closed' questions through class discussion.</p> <p>Where possible, use visual prompts to aid writing.</p> <p>Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning.</p> <p>Give a clear goal for the content of independent writing and how much is expected by the end of a lesson.</p> <p>Provide coloured over lays in different sizes for reading.</p> <p>Use appropriate fonts e.g. Dyslexie</p> <p>Scaffold writing tasks to ensure that the child can access and make progress.</p> <p>Provide word mats and vocabulary that are writing genre specific with widgets where appropriate.</p> <p>Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing.</p> <p>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 - word bank, with key vocabulary for the topic/area being studied; key words with pictures/symbols to help with the child's memory; a writing frame to help structure work.</p> <p>Keep PowerPoint slides simple and uncluttered, follow the school format.</p> <p>Provide a list of elements to include in a piece of writing to aid</p>



	<p>attention.</p> <p>Be aware that a piece of writing may not be fully completed – set achievable goals.</p> <p>Provide thicker pencil/pen that to make it easier to read own writing.</p> <p>Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom.</p> <p>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.</p>
Social Emotional and Mental Health	<p>Ensure consistency with group work – talk partners are often the same.</p> <p>Positive relationships are maintained with regular dialogue.</p> <p>Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved.</p> <p>Pre-teach interventions and conversations.</p> <p>Sit the child close to the door so that they can leave the classroom, discreetly.</p> <p>Provide space and time to 'walk away' if themes within stories which stir memories & negative emotions.</p> <p>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.</p> <p>Verbal praise to boost confidence and self-esteem.</p> <p>Trusting relationships are nurtured between all adults in the classroom and the children.</p> <p>Adults are familiar with possible triggers and anxiety inducing scenarios.</p> <p>Individual workstations used where appropriate.</p> <p>Task management boards are used to break down systems and concepts.</p> <p>TEAACH style trays used for some pupils to support.</p> <p>There is a consistent approach to expectations and behaviour which is based on positive praise.</p> <p>The children are aware of a clear goal for what they are expected to achieve during the writing lesson.</p> <p>Learning is broken down into manageable chunks.</p> <p>Children have nominated/are supported to find a safe space.</p>
Sensory and Physical	<p>Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom.</p> <p>Meaningful movement/sensory breaks are planned into lessons to avoid fatigue/dysregulation.</p> <p>Images and texts with printed work will be enlarged where there is a visual impairment.</p> <p>Consideration of the seating environment is dependent on the child's need.</p> <p>Adults to check specialist equipment (eg hearing aids) prior to the lesson beginning.</p> <p>Consideration given to where adults position themselves in the room when talking/giving instructions.</p> <p>Repetition of information/questions where appropriate.</p> <p>Task management boards used to clearly break down individual instructions.</p> <p>Children's individual equipment regularly checked and maintained.</p>



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	<p>Adults model use of equipment and support where needed. Adults are familiar with possible triggers and anxiety inducing scenarios. Use actions when retelling stories. Incorporate drama into writing lessons to explore character and plot.</p>
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