

## Strategies for supporting pupils with Special Educational Needs and Disabilities in **writing** lessons.

| Individual Need                                 | Here's how we help everyone flourish...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Attention Deficit Hyperactivity Disorder</b> | <ul style="list-style-type: none"> <li>✓ Use actions when retelling stories</li> <li>✓ Incorporate drama into writing lessons</li> <li>✓ Ask children to repeat the instructions to ensure they know what and how to perform a task</li> <li>✓ Ensure opportunities for Paired work / talk partner work</li> <li>✓ Writing frames and scaffolding used to break up writing tasks and planning               <ul style="list-style-type: none"> <li>✓ Movement breaks</li> <li>✓ Chinked approach from Jane Considine programme means a good balance of listening and doing.</li> <li>✓ Fiddle toys, wobble cushion.</li> </ul> </li> </ul>       |
| <b>Anxiety</b>                                  | <ul style="list-style-type: none"> <li>✓ Ensure consistency with regard to group work - (i.e. talk partners are always the same)</li> <li>✓ Positive relationships are maintained with regular dialogue</li> <li>✓ Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved</li> <li>✓ Pre-teach interventions and conversations               <ul style="list-style-type: none"> <li>✓ Support with spelling, word banks on tables.</li> <li>✓ Writing frames and scaffolding.</li> </ul> </li> </ul>                                                                          |
| <b>Autism Spectrum Disorder</b>                 | <ul style="list-style-type: none"> <li>✓ Differentiate writing tasks to ensure that the child can access and make progress</li> <li>✓ Ask direct 'closed' questions through class discussion</li> <li>✓ Where possible, use visual prompts to aid writing</li> <li>✓ Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning</li> <li>✓ Give a clear goal for the content of independent writing and how much is expected by the end of a lesson               <ul style="list-style-type: none"> <li>✓ Explanation of vocabulary and author intent</li> </ul> </li> </ul>      |
| <b>Dyslexia</b>                                 | <ul style="list-style-type: none"> <li>✓ Using a background other than white when displaying writing (paper based or on interactive whiteboard)</li> <li>✓ Provide coloured overlays in different sizes for reading</li> <li>✓ Using font size 12 or above on printed sheets (stories / information texts)</li> <li>✓ Using clear fonts               <ul style="list-style-type: none"> <li>✓ Exercise books with coloured paper</li> </ul> </li> <li>✓ White board screens displayed with pastel coloured backgrounds.               <ul style="list-style-type: none"> <li>✓ Use of laptop or scribe when appropriate.</li> </ul> </li> </ul> |

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| <p><b>Dyspraxia</b></p>          | <ul style="list-style-type: none"> <li>✓ Build in opportunities to type written work</li> <li>✓ Provide writing slopes</li> <li>✓ Provide scaffold sheets to aid the structure of a piece of writing</li> <li>✓ Pencil grips and a wider range of writing tools are explored to find the most suitable               <ul style="list-style-type: none"> <li>✓ Use of laptops when appropriate</li> <li>✓ Scribe</li> </ul> </li> </ul>             |
| <p><b>Hearing Impairment</b></p> | <ul style="list-style-type: none"> <li>✓ Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher</li> <li>✓ TA to support independent learning to ensure the child knows what to do</li> <li>✓ Ensure that any videos that are shown in writing lessons are subtitled               <ul style="list-style-type: none"> <li>✓ Check understanding</li> <li>✓ Use Radio Aid as appropriate</li> </ul> </li> </ul> |

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|                                                   | <ul style="list-style-type: none"> <li>✓ Provide print outs from the main input in a writing lesson <ul style="list-style-type: none"> <li>which the child can refer to</li> </ul> </li> <li>✓ 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 <ul style="list-style-type: none"> <li>and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate)</li> </ul> </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>✓ Differentiate writing tasks to ensure that the child can access and make progress</li> <li>✓ Provide word mats and vocabulary that are writing genre specific</li> <li>✓ Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing</li> <li>✓ Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing</li> <li>✓ Support the child to overcome problems with</li> <li>✓ 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>✓ Provide a word bank, with key vocabulary for the topic/area being studied;</li> <li>✓ Provide key words with pictures/symbols to help with the child's memory;</li> <li>✓ Provide a writing frame to help structure work;</li> <li>✓ Keep Powerpoint slides simple and uncluttered. Highlight key information. <ul style="list-style-type: none"> <li>✓ Lower expectations for amount of completed work.</li> </ul> </li> </ul> |
| <b>Speech, Language &amp; Communication Needs</b> | <ul style="list-style-type: none"> <li>✓ Be prepared to adapt a story or non-fiction text so that the child can understand it</li> <li>✓ 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>✓ Use visual displays (objects and pictures) that can be used to support understanding;</li> <li>✓ 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>✓ Provide a list of elements to include in a piece of writing to aid attention <ul style="list-style-type: none"> <li>✓ Fidgets</li> </ul> </li> <li>✓ Lower expectation of completed work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b>Experienced Trauma</b></p> | <ul style="list-style-type: none"> <li>✓ Provide space and time to 'walk away' if themes within stories stir memories &amp; negative emotions</li> <li>✓ 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               <ul style="list-style-type: none"> <li>✓ Quiet space available</li> </ul> </li> </ul> |
| <p><b>Visual Impairment</b></p>  | <ul style="list-style-type: none"> <li>✓ Provide thicker pencil/pen that to make it easier to read own writing               <ul style="list-style-type: none"> <li>✓ Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom</li> </ul> </li> </ul>                                                                                                                                               |

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|  | <ul style="list-style-type: none"><li>✓ 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>✓ Allow more time when visually exploring a material and when completing a visually challenging tasks.</li></ul> |
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