



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Writing lessons

Broad area of need	Specific area of need	Here's how we will help
Communication and Interaction	<p>Speech, Language &amp; Communication Needs</p>	<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</li> <li>• 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>
	<p>Autism Spectrum Disorder</p>	<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>• Avoid asking specific questions about their or others' writing in front of the rest of the class</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</li> </ul>

	<p><b>Tourette's Syndrome</b></p>	<ul style="list-style-type: none"> <li>• Provide a list of elements to include in a piece of writing to aid attention</li> <li>• Be aware that a piece of writing may not be fully completed</li> </ul>
<p><b>Cognition and Learning</b></p>	<p><b>Cognition and Learning Challenges</b></p>	<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 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.</li> </ul>
	<p><b>Dyslexia</b></p>	<ul style="list-style-type: none"> <li>• Provide different coloured paper for written work</li> <li>• Using a background other than white when displaying writing (paper based or on interactive whiteboard)</li> <li>• Using font size 12 or above on printed sheets (stories / information texts)</li> <li>• Using fonts such as <i>Century Gothic</i>, <i>Comic Sans</i>, <i>Arial</i> or <i>Verdana</i> on printed sheets (stories / information texts)</li> <li>• Ensure written instructions are in bullet point form</li> <li>• New and unfamiliar vocabulary in a text is discussed at the start of a new T4W unit</li> </ul>
	<p><b>Dyspraxia</b></p>	<ul style="list-style-type: none"> <li>• Build in opportunities to type written work onto an i-pad</li> <li>• Ensure that the expectations for written work are clearly displayed, using different colours for each instruction</li> </ul>

<b>Cognition and Learning</b>		<ul style="list-style-type: none"> <li>• Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing</li> <li>• Provide extra time to complete a piece of writing</li> </ul>
	<b>Dyscalculia</b>	<p>Although maths is unlikely to be focused on during a Writing lesson, some of these strategies may still be applicable and worth bearing in mind as things to try.</p> <ul style="list-style-type: none"> <li>• Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class</li> <li>• Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on a laptop (if used)</li> <li>• Provide print outs of diagrams and visual support in lessons</li> </ul>
<b>Social, Emotional and Mental Health</b>	<b>Experienced Trauma</b>	<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</li> </ul>
	<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 to explore character and plot</li> <li>• Ask children to repeat the instructions to ensure they know what and how to perform a task</li> <li>• Build in opportunities to type written work onto an i-pad</li> <li>• Ensure opportunities for Paired work / talk partner work</li> </ul>
	<b>Anxiety</b>	<ul style="list-style-type: none"> <li>• Discuss the best position within the classroom for writing lessons</li> <li>• Ensure consistency with regard to group work - (i.e. talk partners are always the same)</li> <li>• Check-in at the beginning of the lesson to ask if the child wants to be involved in answering questions</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> </ul>

<b>Sensory and / or Physical Needs</b>	<b>Hearing Impairment</b>	<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>• Repeat instructions for independent learning to ensure the child knows what to do</li> <li>• Ensure that any videos that are shown in writing lessons are subtitled</li> <li>• Provide print outs from the main input in a writing lesson which the child can refer to</li> <li>• New and unfamiliar vocabulary in a text is discussed at the start of a new T4W unit</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> <li>• Ensure that 'displayed' texts (stories/vocabulary/text maps) are large and easily visible from anywhere in the classroom</li> <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>
	<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>