Diagram

Description automatically generatedSt Erme with Trispen Community Primary School

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

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| **Individual Need** | **Here’s how we help everyone to grow in Confidence, Knowledge and Creativity** |
| **Attention Deficit Hyperactivity Disorder** | * Use actions when retelling stories * Incorporate drama into writing lessons to explore character and plot * 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 * Writing frames used to break up writing tasks and planning |
| **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 |
| **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 (stories / information texts) * Using fonts such as Century Gothic, Comic Sans, Arial or * Verdana on printed sheets (stories / information texts) |
| **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 |
| **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 |

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|  | * 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 (use a ‘toilet pass’ if appropriate)   * 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 scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing * 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 a writing frame to help structure work; * Keep Powerpoint slides simple and uncluttered. Highlight key information. |
| **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 (objects and pictures) that can be used to support understanding; * Provide a visual guide to the lesson, eg 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 |
| **Experienced Trauma** | * Provide space and time to ‘walk away’ if themes within   stories stir memories & negative emotions   * 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 |
| **Visual Impairment** | * Provide thicker pencil/pen that to make it easier to read own writing |

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|  | * Ensure that ‘displayed’ texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom * 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 tasks; |