



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

Individual Need	Here's how we help everyone shine...
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> □ 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 □ Longer writing tasks may be completed over more than one session □ Consideration given to seating plan to help avoid distraction
<p>Anxiety</p>	<ul style="list-style-type: none"> □ Ensure consistency with regard to group work – (i.e. talk partners are always the same) □ Positive relationships 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 □ Spelling and word mats available and kept in consistent location
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> □ Differentiate writing tasks to ensure that the child can access and make progress □ Scaffolds and writing frames used to support learning □ 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 □ Adult dictation to support sentence structure □ Give a clear goal for the content of independent writing and how much is expected by the end of a lesson
<p>Dyslexia</p>	<ul style="list-style-type: none"> □ Using a background other than white when displaying writing (paper based or on interactive whiteboard) □ Provide coloured overlays 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)

<p>Dyspraxia</p>	<ul style="list-style-type: none"> □ 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 □ Pencil grips available to support writing □ Adult dictation to support writing structure and ideas
<p>Hearing Impairment</p>	<ul style="list-style-type: none"> □ 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

	<ul style="list-style-type: none"> □ 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
<p>Toileting Issues</p>	<ul style="list-style-type: none"> □ 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
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> □ 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; □ Clear models on display to support learning and processes □ 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.

<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> □ 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.
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> □ 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
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> □ 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
<p>Visual Impairment</p>	<ul style="list-style-type: none"> □ Provide thicker pencil/pen that to make it easier to read own writing
	<ul style="list-style-type: none"> □ 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;