



Strategies for supporting pupils with SEND when Writing in lessons.

Individual Need	Here's how we support everyone...
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 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
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 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)
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

	☐ 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

	☐ 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 task;
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