

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



Individual Need	How we help...
ADHD	<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.
ASD	<ul style="list-style-type: none"> • 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.
DCD/ Physical Impairment	<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. • Staff to assess pupil seating position e.g., seat and table height.
Hearing & Visual Impairment	<p><u>Hearing:</u></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. • 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><u>Visual:</u></p> <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 task. • Provide thicker pencil/pen that to make it easier to read own writing.
Cognition and Learning Needs	<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.

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Individual Need	How we help...
	<ul style="list-style-type: none"> • 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.
<p>Dyslexia/ Dyscalculia</p>	<p><u>Dyslexia:</u></p> <ul style="list-style-type: none"> • 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 LetterJoin (appropriate to the stage in their writing development e.g, printed for KS1 and joined in KS2), Century Gothic, or Comic Sans on printed sheets (stories / information texts). <p><u>Dyscalculia:</u></p> <ul style="list-style-type: none"> • Children have access to their own whiteboard in the session, rather than copying from the class board. • Questions are differentiated and the child themselves chooses the level they feel comfortable with.
<p>Speech Language and 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, e.g. a check list, or pictures to aid understanding.
<p>Gifted and Talented</p>	<ul style="list-style-type: none"> • Pupils are encouraged to incorporate vocabulary and techniques they have come across when reading in their own writing. • Pupils are exposed to model texts that challenge them. • Pupils are encouraged to develop their own writing style. • Pupils are encouraged to think more deeply about texts through the careful use of questioning from class teachers.