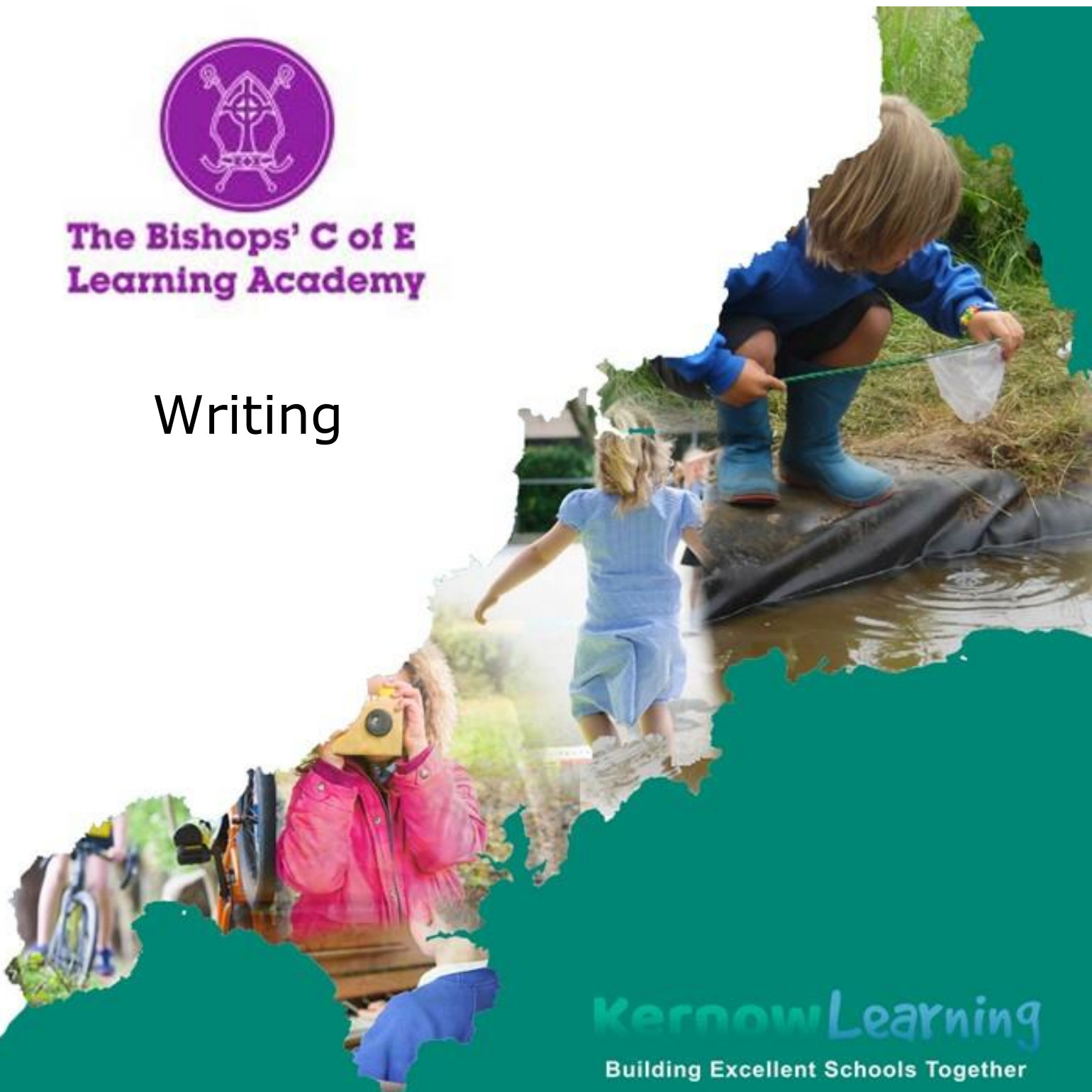




**The Bishops' C of E
Learning Academy**

Writing



Kernow Learning

Building Excellent Schools Together

Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive and enquiry-based curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

| Specific Area of Need | Belong, believe, aspire, achieve |
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| Communication and interaction | |
| Speech, language and communication needs (SLCN) | <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 of reference 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. ✓ Help the child develop their understanding by exploring new subject matter and explaining what they think they have been asked to do |
| Autism (ASD) | <ul style="list-style-type: none"> ✓ Adapt 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 |
| Tourette Syndrome | <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 |

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| | <ul style="list-style-type: none"> ✓ Motor tics of my eyes, head or neck may interfere with reading and affect handwriting or the ability to write for prolonged periods of time. |
| Cognition and learning | |
| Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD) | <ul style="list-style-type: none"> Use 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 Nelson, Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts)✓ Scaffold writing tasks to ensure that the child can access and make progress ✓ Provide word mats and vocabulary that are writing genre specific |
| Dyslexia | <ul style="list-style-type: none"> ✓ Provide a writing frame (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 ✓ Keep PowerPoint slides simple and uncluttered. ✓ Highlight key information. |
| Dyspraxia (Developmental co-ordination disorder) | <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 |
| Dyscalculia | <p>Although maths is not the focus 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"> • 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. • Provide print outs of diagrams and visual support in lessons. • Allow extra time where necessary. <p>The child may become easily overwhelmed and anxious; they may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding the child's work and supporting them.</p> |
| Social, emotional and mental health difficulties | |

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| Trauma | <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 to include these elements ✓ Pastoral team on hand to support during potentially triggering lessons. |
| 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 |
| Anxiety | <ul style="list-style-type: none"> ✓ Ensure consistency regarding group work – (i.e., talk partners are always the same) ✓ Positive relationships are maintained with regular dialogue ✓ Give warning if a writing lesson is going to look different from normal or if there will be drama elements involved ✓ Pre-teach unfamiliar concepts where appropriate. |
| Sensory and/or physical needs | |
| Hearing impairment (HI) | <ul style="list-style-type: none"> ✓ Ensure that the child can 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 ✓ Ensure that the child can fully see the mouth of the speaker. |
| Visual impairment (VI) or Multi-sensory impairment (MSI) | <ul style="list-style-type: none"> ✓ Provide thicker pencil/pen that make it easier to read own writing ✓ Carefully selected reading material – clear pictures and good visual contrast ✓ Access to 'screen reading' technology or use of electronic texts ✓ Include as many multi-sensory real-life experiences as possible to develop a shared understanding of the world ✓ Systematic approach to the learning of spellings |
| Physical disabilities | <ul style="list-style-type: none"> ✓ Children may need a large working space with an accessible route into and out of the classroom ✓ Offer alternatives to writing, such as IT for dictation or recording, or the use of a scribe. ✓ Avoid the need for copying lots of information ✓ Make available a range of accessible materials including, for example: chunky pencils, individual whiteboards and pens for writing in different contexts, pencil grips for students who need |

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| | <p>them, and cordless/tracker ball mouse for students with mobility difficulties.</p> <p>✓ Film, interactive material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.</p> |
| Sensory processing needs | <p>✓ Use of a variety of writing implements – pencils/pens.</p> <p>✓ Allowing time for physical processes involved with writing.</p> <p>✓ Use of a writing slope.</p> |