



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

Individual Need	Here's how we can help everyone learn...
<p><b>Attention Deficit Hyperactivity Disorder</b></p>	<ul style="list-style-type: none"> <li>● Use actions when retelling stories.</li> <li>● Incorporate drama into writing lessons to explore character and plot.</li> <li>● Ask children to repeat the instructions to ensure they know what and how to perform a task.</li> <li>● Writing frames used to break up writing tasks and planning.</li> <li>● Boxed up technique used to support planning for writing.</li> <li>● Talking tins can be used for recording ideas.</li> </ul>
<p><b>Anxiety</b></p>	<ul style="list-style-type: none"> <li>● Ensure consistency with regard to group work – (i.e talk partners are always the same).</li> <li>● Positive relationships are maintained with regular dialogue.</li> <li>● Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved.</li> <li>● Pre-teach interventions and conversations.</li> <li>● Allow child to observe new activities before being expected to join in.</li> </ul>
<p><b>Autistic Spectrum Disorder</b></p>	<ul style="list-style-type: none"> <li>● Differentiate writing tasks to ensure that the child can access and make progress.</li> <li>● Sensory spaces and resources are readily available to all children.</li> <li>● Ask direct 'closed' questions and extra processing time given, On the spot questioning is avoided.</li> </ul>

	<ul style="list-style-type: none"> <li>● Planned and unplanned sensory breaks are permitted throughout the lesson.</li> <li>● Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning.</li> <li>● Give a clear goal for the content of independent writing and how much is expected by the end of a lesson.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>● Using a background other than white when displaying writing (paper based or Interactive whiteboard)..</li> <li>● Colour overlays in different sizes can be used; these are readily available.</li> <li>● Use font size 12 or above on printed sheets and PowerPoint slides (stories, information texts) alongside dyslexia friendly fonts, such as Century Gothic, Comic Sans, Arial or Verdana.</li> <li>● Children can write on yellow or blue paper boos to help with clarity.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>● Build in opportunities to provide written work.</li> <li>● Provide writing slopes.</li> <li>● Provide scaffold sheets to aid the structure of a piece of writing.</li> <li>● Pencil grip and a wide range of writing tools are explored to find the most suitable.</li> <li>● Noise is kept to a minimum.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>● Careful consideration is given to seating, with individual considerations made discretely and not publicly. Ensure the child is able to sit near to the interactive whiteboard and/or the teacher.</li> <li>● TA to support independent learning to ensure the child knows what to do.</li> <li>● Ensure that any videos shown in writing lessons are subtitled.</li> <li>● Provide printouts from the main input in a writing lesson that the child can refer to.</li> </ul>

	<ul style="list-style-type: none"> <li>● New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning.</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>● Children are allowed to leave the classroom discreetly and without needing to get permission.</li> <li>● Toilet passes are used for children to communicate that they need to leave.</li> <li>● Positioning in the classroom allows the child to sit near the door so they can leave easily.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>● Differentiate writing tasks to ensure that the child can access and make progress.</li> <li>● Provide word mats and vocabulary that are writing genre specific.</li> <li>● Provide regular check ins (mini plenaries) to ensure that the child understands and is confident in their writing.</li> <li>● Support a 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.</li> <li>● Provide a word bank, with key vocabulary for the topic/ area being studied.</li> <li>● Provide key words with pictures/ symbols to help with the child's memory.</li> <li>● Keep PowerPoint slides simple and uncluttered.</li> <li>● Highlight key information.</li> <li>● Instructions are simple and mistakes are considered as learning opportunities.</li> </ul>
<b>Speech, Language and Communication Needs</b>	<ul style="list-style-type: none"> <li>● Be prepared to adapt a story or non-fiction text so that the child can understand it.</li> <li>● Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing.</li> <li>● Any attempt to communicate is responded to positively.</li> <li>● Use signs/ symbols and visual timetables to support communication.</li> <li>● Use visual displays (objects and pictures) that can be used to support understanding.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide a visual guide to the lesson e.g a check list or pictures to aid understanding.</li> </ul>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li>● Provide a list of elements to include in a piece of writing to aid attention.</li> <li>● Be aware that a piece of writing may not be fully completed.</li> <li>●</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>● Provide space and time to 'walk away' if themes within stories stir memories and negative emotions.</li> <li>● 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. Mistakes are seen as a positive part of learning.</li> <li>● A predictable environment with clear expectations for behaviour is provided.</li> <li>● Adults will calm and support if a child becomes overwhelmed.</li> <li>● Breakout spaces are available to all children.</li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>● Careful consideration is given to seating, with individual considerations made discreetly, not publicly.</li> <li>● Large font materials are provided in addition to teacher talk.</li> <li>● There is space provided for the child at the front of the classroom.</li> <li>● Provide thicker pencil/ pen to make it easier to read own writing.</li> <li>● Ensure that 'displayed' texts (stories/ vocabulary/ text maps) are enlarged and easily visible from anywhere in the classroom.</li> <li>● Allow the child to take a break from their learning, as this enables them to be visually focussed for shorter periods of time and prevents fatigue.</li> <li>● Allow more time when visually exploring a material and when completing visually challenging tasks</li> </ul>