



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



<u>Individual Need</u>	<u>Strategies to promote inclusion</u>
<b>Attention Deficit Hyperactivity Disorder (ADHD)</b>	<ul style="list-style-type: none"> <li>• Use actions when retelling stories.</li> <li>• Incorporate drama and practical activities into writing lessons to explore key elements such as character and plot.</li> <li>• Ask children to repeat the instructions to ensure they know what and how to perform a task.</li> <li>• Ensure opportunities for paired work / talk partner work.</li> <li>• Writing frames used to break up writing tasks and planning.</li> <li>• Praise positive behaviour at each step to encourage low self-esteem.</li> <li>• Ensure clear instructions are given throughout the lesson.</li> <li>• Provide brain breaks/movement breaks as appropriate.</li> <li>• Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the imitate, innovate and invent).</li> </ul>
<b>Autism Spectrum Condition (ASC)</b>	<ul style="list-style-type: none"> <li>• Where possible, use visual prompts to aid writing.</li> <li>• Adopt a consistent approach to writing lessons and avoid large changes to the format of a lesson without 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> <li>• Use a visual timetable so the child knows what is happening at each stage of the session/day.</li> <li>• Avoid changing seating plans.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• When using the interactive whiteboard, use light, pastel coloured background to avoid black text on a white background.</li> <li>• Any printed resources will be on pastel coloured paper, avoiding black font on white paper.</li> <li>• Individual coloured overlays used by pupils as necessary when reading texts aloud.</li> <li>• Use simple, specific instructions that are clear to understand.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Provide adapted resources such as pencil grips, larger pencils, and other writing tools to find the most suitable for the individual.</li> <li>• Provide writing slopes.</li> <li>• Provide scaffold sheets to aid the structure of a piece of writing.</li> <li>• Incorporate opportunities to type written work where appropriate.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Ensure that 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 that are shown in writing lessons are subtitled.</li> <li>• Provide print outs from the main input in a writing lesson which the child can refer to.</li> <li>• New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning.</li> </ul>
<b>Toileting Needs</b>	<ul style="list-style-type: none"> <li>• Children are allowed to leave the classroom discreetly and without needing to get permission.</li> </ul>

	<ul style="list-style-type: none"> <li>• Positioning in the classroom allows the child to sit near to the door so that they can leave easily.</li> <li>• Staff to follow guidance in pupil's intimate care plans.</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 genre specific.</li> <li>• Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing.</li> <li>• Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing.</li> <li>• 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.</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 Notebook slides simple and clear to follow. Highlight key information.</li> <li>• Recognition that some vocabulary may be challenging for many children. Give specific contextual use of words, with images to support understanding.</li> </ul>
<b>Speech, Language &amp; Communication Needs</b>	<ul style="list-style-type: none"> <li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.</li> <li>• 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.</li> <li>• Use visual displays (objects and pictures) that can be used to support understanding.</li> <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>• Adults will listen and respond to the child with support and understanding.</li> <li>• A structure will be provided (check list) to support the learning taking place, this will be differentiated to the activity and include the main elements needed to aid the child's attention.</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Our school's Thrive and jigsaw approach will be used by all adults supporting the child within the lesson. Provide space and time to 'walk away' if themes within stories stir memories &amp; negative emotions.</li> <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> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <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 work, as this enables them to be visually focused for shorter periods of time and prevents fatigue.</li> <li>• Allow more time when visually exploring a material and when</li> </ul>

completing a visually challenging task.

- Provide thicker pencil/pen that to make it easier to read own writing.