

Strategies for supporting pupils with Special Educational Needs and Disabilities in Spelling



Individual Need	Strategies to promote inclusion
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> ▪ Structured spellings sessions allow children to predict what will happen in a formal sequence. ▪ Visual prompts are used for writing by using the word card alongside spoken word. ▪ Praise positive behaviour at each step to encourage high self-esteem. ▪ Ensure clear instructions are given throughout the lesson. ▪ Provide brain breaks/movement breaks as appropriate.
Autism Spectrum Condition (ASC)	<ul style="list-style-type: none"> ▪ Clear routine and expectations for spelling sessions. ▪ Planned and unplanned sensory breaks are permitted throughout the lesson.
Dyslexia	<ul style="list-style-type: none"> ▪ Children are taught in differentiated groups (phonics groups) ▪ When using the interactive whiteboard, use light, pastel coloured background to avoid black text on a white background. ▪ Any printed resources will be on pastel coloured paper, avoiding black font on white paper. ▪ Individual coloured overlays used by pupils as necessary when reading spelling words.
Dyspraxia	<ul style="list-style-type: none"> ▪ Rules and systems are clarified, using unambiguous language. ▪ Opportunity is given to move around between bursts of learning. ▪ The parts of the spelling session are clearly demonstrated, teacher input followed by pupil task.
Hearing Impairment	<ul style="list-style-type: none"> ▪ Adults will discretely check that the child is wearing their hearing aid if required. ▪ Careful consideration is given to seating, with individual considerations made discretely. ▪ Written materials are provided in addition to teacher talk. ▪ Only one person is encouraged to speak at a time. ▪ There is a space provided for the child at the front of the classroom with an unobstructed line of vision. ▪ The teacher leading the lesson discretely checks in regularly with the child to check they are hearing and understanding.
Toileting Needs	<ul style="list-style-type: none"> ▪ Children are allowed to leave the classroom discretely and without needing to get permission. ▪ Positioning in the classroom allows the child to sit near to the door so that they can leave easily. ▪ Staff to follow guidance in pupil's intimate care plans.
Cognition and Learning Challenges	<ul style="list-style-type: none"> ▪ Children have differentiated spelling lists which are linked to their individual Spelling Shed account which children can access at home. ▪ Time is given to consider questions, process and spell words. ▪ Specific, targeted praise is given so the child knows what they are

	<p>doing well.</p> <ul style="list-style-type: none"> ▪ Total recall activities and low-stake quizzes are used frequently to develop cognition and learning in art and promote a deeper understanding of skills.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> ▪ Speech sounds are modelled by the class teacher where there are misconceptions. ▪ New spelling words are discussed and put into context. ▪ Language is purposefully kept simple and consistent throughout the sessions.
Tourette Syndrome	<ul style="list-style-type: none"> ▪ Provide short, simple clear instructions. ▪ Where vocal tics are prominent children are not asked to read aloud as we understand that they may be reluctant to do this. ▪ Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that the child is intentionally not listening
Social, Emotional and Mental Health	<ul style="list-style-type: none"> ▪ Our school's Thrive and jigsaw approach will be used by all adults supporting the child within the lesson. ▪ Positive self-talk is modelled when spelling words. ▪ A predictable environment with clear expectations for behaviour is provided. ▪ Where possible, the child is taught by a well-known adult whom they have already established a trusted relationship with. ▪ Where possible, children are prepared in advance when there is a change in staff member.
Visual Impairment	<ul style="list-style-type: none"> ▪ Careful consideration is given to seating, with individual considerations made discreetly and not publicly. ▪ Large font materials are provided in addition to teacher talk. ▪ There is a space provided for the child at the front of the classroom. ▪ The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.