



<b>CURRICULUM INTENT</b> The National and Early Years Foundation Stage Curriculum in England Commitment to the UN Global Action on Climate Change	<b>PERSISTENCE</b>		<b>RESPECT</b>		
	KNOW YOURSELF <b>Resilient Individuals</b>	MAKE EXCELLENT PROGRESS <b>Respectful Communicators</b>	ENJOY BEING ACTIVE <b>Healthy Advocates</b>	CELEBRATE DIFFERENCE AND DIVERSITY <b>World Citizens</b>	MAKE A DIFFERENCE <b>Environmental Ambassadors</b>
	Children to show resilience; to be able to approach challenges positively in all areas of life. To be independent and reflective learners, utilising these skills to enable a positive future.	Children to be effective communicators, interacting with confidence in a variety of situations. To be respectful and respond to others in a meaningful way.	Children to live healthy and active lifestyles. To promote positive, physical and mental health that will help to provide a strong foundation for their future.	Children to have a sense of their own belonging within the local, wider and global communities. To show a deep respect for the diversity of our world.	Children to have an experience-rich practical understanding of the environment. To show they care about the management and sustainability of our planet.
	STAND ON YOUR OWN TWO FEET	WORK WELL TOGETHER	DREAM BIG	EXPLORE AND CONTRIBUTE	EMBRACE THE OUTDOORS
	<b>KINDNESS</b>		<b>ASPIRATION</b>		<b>WILD TRAILS</b>

Learning to live, living to learn

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

Individual Need	Here's how we can help everyone learn...
<b>Attention Deficit Hyperactivity Disorder</b>	<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> </ul>
<b>Anxiety</b>	<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> </ul>
<b>Autistic Spectrum Disorder</b>	<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> <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> </ul>

	<ul style="list-style-type: none"> <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> </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> <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 discretely 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> </ul>

	<ul style="list-style-type: none"> <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>
<p><b>Speech, Language and Communication Needs</b></p>	<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> <li>• Provide a visual guide to the lesson e.g a check list or pictures to aid understanding.</li> </ul>
<p><b>Tourette Syndrome</b></p>	<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>
<p><b>Experienced Trauma</b></p>	<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>

**Visual Impairment**

- Careful consideration is given to seating, with individual considerations made discreetly, not publicly.
- Large font materials are provided in addition to teacher talk.
- There is space provided for the child at the front of the classroom.
- Provide thicker pencil/ pen to make it easier to read own writing.
- 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 learning, as this enables them to be visually focussed for shorter periods of time and prevents fatigue.
- Allow more time when visually exploring a material and when completing visually challenging tasks