



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

Individual Need	Here's how we can help everyone learn...
Attention Deficit Hyperactivity Disorder	<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. • Writing frames used to break up writing tasks and planning. • Widget labels to support vocabulary and instructions. • Sentence Stems to support writing.
Anxiety	<ul style="list-style-type: none"> • Ensure consistency with regard to 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 and post teach interventions and conversations with a familiar adult if needed. • Widget labels to support vocabulary and instructions. • Sentence Stems to support writing.
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Differentiate writing tasks to ensure that the child can access and make progress. • Sensory spaces and resources are readily available to all children. • Ask direct 'closed' questions and extra processing time given. On the spot questioning is avoided. • Planned and unplanned sensory breaks are permitted throughout the lesson.

	<ul style="list-style-type: none"> • 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. • Widget labels to support vocabulary and instructions. • Sentence Stems to support writing.
Dyslexia	<ul style="list-style-type: none"> • Using a background other than white when displaying writing if needed and also on PPTs. (paper based or Interactive whiteboard) • Colour overlays in different sizes can be used; these are readily available. • 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. • Widget labels to support vocabulary and instructions. • Sentence Stems to support writing.
Dyspraxia	<ul style="list-style-type: none"> • Build in opportunities to provide written work. • Provide writing slopes. • Provide scaffold sheets using widgets and stem sentences to support writing. • Pencil grip and a wide range of writing tools are explored to find the most suitable. • Noise is kept to a minimum.
Hearing Impairment	<ul style="list-style-type: none"> • Careful consideration is given to seating, with individual considerations made discretely and not publicly. Ensure 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 shown in writing lessons are subtitled. • Provide printouts from the main input in a writing lesson that the child can refer to along with widget labels. • New and unfamiliar vocabulary in a text is discussed at the start of every lesson.
Toileting Issues	<ul style="list-style-type: none"> • Children will be able to leave and return to the classroom whenever necessary. • A seating arrangement will be made so that the child can enter and leave the classroom discreetly.

	<ul style="list-style-type: none"> • All adults and children within the classroom environment will respect the child's privacy.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Differentiate writing tasks to ensure that the child can access and make progress. • Provide word mats and vocabulary that are writing genre specific. • Use widget labels and stem sentences to support with writing. • Provide regular check ins (mini plenaries) to ensure that the child understands and is confident in their writing. • 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. • Provide a word bank, with key vocabulary for the topic/ area being studied. This can be done through widget labelling. • Provide key words with pictures/ symbols to help with the child's memory. This can be done through widget labelling. • Keep PowerPoint slides simple and uncluttered. • Highlight key information. • Instructions are simple and mistakes are considered as learning opportunities.
Speech, Language and Communication Needs	<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. • Any attempt to communicate is responded to positively. • Use signs/ symbols and visual timetables to support communication. • Use visual displays (objects 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.
Tourette Syndrome	<ul style="list-style-type: none"> • Provide a list of elements to include in a piece of writing to aid attention – success criteria. • Be aware that a piece of writing may not be fully completed.
Experienced Trauma	<ul style="list-style-type: none"> • Provide space and time to 'walk away' if themes within stories stir memories and negative emotions.

	<ul style="list-style-type: none"> • 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. • A predictable environment with clear expectations for behaviour is provided. • Adults will calm and support if a child becomes overwhelmed. • Breakout spaces are available to all children.
Visual Impairment	<ul style="list-style-type: none"> • Careful consideration is given to seating, with individual considerations made discreetly, not publicly. • Large font materials are provided in addition to teacher talk. • Widget labels and stem sentences are also provided in a larger font/ size. • There is space provided for the child at the front of the classroom with no obstructions. • 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