



Strategies for supporting pupils with Special Educational Needs and Disabilities in English (Writing) lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<p>Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher.</p> <p>TA to support independent learning to ensure the child knows what to do.</p> <p>Ensure that any videos that are shown in writing lessons are subtitled/child is support by an adult.</p> <p>Provide print outs from the main input in a writing lesson which the child can refer to.</p> <p>New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning.</p> <p>Vocabulary to be displayed on VCOP wall for all subjects.</p> <p>Be prepared to adapt a story or non-fiction text so that the child can understand it.</p> <p>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;</p> <p>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.</p>
Cognition and Learning	<p>Scaffold appropriately using a variety of strategies to ensure the child can assess and make progress.</p> <p>Differentiate where appropriate writing tasks, to ensure that the child can access and make progress.</p> <p>Use direct questioning through class discussion to support understanding.</p> <p>Where possible, use visual prompts to aid writing.</p> <p>Adopt a consistent approach to writing lessons and avoid changes to the format of a lesson without prior warning.</p> <p>Give a clear goal for the content of independent writing and how much is expected by the end of a lesson.</p> <p>Using a background other than white when displaying writing. (paper based or on interactive whiteboard)</p> <p>Provide coloured over lays in different sizes for reading</p> <p>Using font size 12 or above on printed sheets (stories / information texts)</p> <p>Using fonts such as Century Gothic, Comic Sans, Arial or Verdana on printed sheets. (stories / information texts)</p> <p>Provide word mats and vocabulary that are writing genre specific.</p> <p>Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing.</p>

	<p>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.</p> <p>Provide a word bank, with key vocabulary for the topic/area being studied.</p> <p>Provide key words with pictures/symbols to help with the child's memory.</p> <p>Provide a writing frame to help structure work.</p> <p>Keep PowerPoint slides simple and uncluttered. Highlight key information.</p> <p>Provide a list of elements to include in a piece of writing to aid attention.</p> <p>Consider amount that pupils write, whilst ensuring high expectations of pupils at all times.</p> <p>Provide thicker pencil/pen that to make it easier to read own writing.</p> <p>Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom / smaller individual versions for children to refer to.</p> <p>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.</p> <p>Consider brain breaks for all pupils, throughout a lesson.</p> <p>Allow more time when visually exploring a material and when completing a visually challenging tasks.</p> <p>Consider use of active lessons to engage learners in different ways.</p>
<p>Social Emotional and Mental Health</p>	<p>Ensure consistency with regard to group work – (i.e. talk partners are always the same)</p> <p>Positive relationships are maintained with regular dialogue.</p> <p>Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved.</p> <p>Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet. (use a 'toilet pass' if appropriate)</p> <p>Sit the child close to the door so that they can leave the classroom, discreetly.</p> <p>Provide space and time to 'walk away' if themes within stories stir memories & negative emotions.</p> <p>The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour.</p> <p>Lesson plans may need to be adapted/differentiated to include these elements.</p>

Sensory and Physical

Use actions when retelling stories which are consistent with the rest of the school.

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.

Ensure opportunities for Paired work / talk partner work.

Writing frames used to break up writing tasks and planning.

Build in opportunities to type written work.

Provide writing slopes.

Provide scaffold sheets to aid the structure of a piece of writing.

Pencil grips and a wider range of writing tools are explored to find the most suitable.