



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

Individual Need	Here's how we help everyone shine...
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 instructions to ensure they know how to perform a task • Ensure opportunities for paired work • Writing frames used to break up writing tasks and planning
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 prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved • Pre-teaching through interventions and conversations
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Differentiate writing tasks appropriately • Ask direct 'closed' questions through class discussion • Where possible, use visual prompts to aid writing • Adopt a consistent approach to writing lessons and avoid 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 • Use of a laptop/scribe for recording ideas
Dyslexia	<ul style="list-style-type: none"> • Using a background other than white when displaying writing (paper based or on interactive whiteboard) • Provide coloured overlays in different sizes for reading • Using font size 12 or above on printed sheets • Using fonts such as Century Gothic, Comic Sans, Arial or Verdana on printed sheets
Dyspraxia	<ul style="list-style-type: none"> • Build in opportunities to type written work • Provide writing slopes • Provide scaffold sheets to aid the structure of writing • Pencil grips and a wider range of writing tools are explored to find the most suitable
Hearing Impairment	<ul style="list-style-type: none"> • Ensure that the child is able to 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 that are shown in writing lessons are subtitled

	<ul style="list-style-type: none"> • Provide print outs from the main input in a writing lesson to which the child can refer • New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning
Toileting Issues	<ul style="list-style-type: none"> • Let the child leave and return to the classroom discreetly and without having to get permission • Use a 'toilet pass' (if appropriate) • Sit the child close to the door so that they can leave the classroom discreetly
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Differentiate writing tasks • Provide word mats and vocabulary (both general e.g. common exception words, and more specific e.g. topic words) • Provide scaffold sheets or writing frames (particularly for non-fiction texts) to aid the structure of a piece of writing • Provide regular 'check ins' (or mini-plenaries) to ensure that the child understands and is confident in their writing • 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 • Provide key words with pictures/symbols • Keep PowerPoint slides simple and uncluttered • Highlight key information
Speech, Language & 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 • 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 • 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 • 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
Visual Impairment	<ul style="list-style-type: none"> • Provide a thicker pencil/pen that to make it easier to read own writing

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| | <ul style="list-style-type: none">• Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible• 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• Allow more time when visually exploring a material and when completing visually challenging tasks |
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