



## SEND provision in Writing

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing reading/writing material</li> <li>• Poor memory and recall skills</li> <li>• Recording written work or feedback to listening/appraising activities</li> <li>• Poor sequencing skills – understanding the steps modelled</li> <li>• Linking learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pre reading of any texts used</li> <li>• Simplified texts</li> <li>• Adapted sequencing to plug earlier gaps</li> <li>• Additional phonics teaching</li> <li>• Use of symbols, larger print, colour coding, multi sensory reinforcement.</li> <li>• Use of overlays, coloured paper</li> <li>• A greater emphasis on modelling and scaffolding for learning – smaller visual steps.</li> <li>• Use of writing frames, cloze passages</li> <li>• Use word banks which include pictures.</li> <li>• Word cards to support writing sentences</li> <li>• Spelling tables to help with HFW/ Common exception words</li> <li>• Colourful semantics</li> <li>• Differentiated by expectations/outcome not demand</li> <li>• A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.</li> <li>• Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to use expressive language</li> <li>• Understanding and using new topic vocabulary.</li> <li>• Word finding difficulties</li> <li>• Following instructions and sequences.</li> <li>• Levels of concentration</li> <li>• Limited language will affect written work</li> <li>• Retention of new vocabulary</li> <li>• metaphor (for example, in poetry) and irony can be interpreted literally by some pupils, creating confusion and/or misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different forms of communication</li> <li>• Have pre-arranged prompts</li> <li>• Use visual support</li> <li>• Pre-teaching of new vocabulary prior to the lesson</li> <li>• Send vocabulary word mats home before the topic begins</li> <li>• Limit vocabulary to that which is necessary to ensure progress</li> <li>• Limit instructions – use short steps</li> <li>• Social stories.</li> <li>• Children are allowed time to discuss the answers to questions, and evaluate work with peers</li> <li>• Children with communication impairments are given time to think about questions before being required to respond.</li> <li>• Range of multi-sensory approaches to support language – symbols, pictures, concrete apparatus, artefacts, IT, role play</li> <li>• Prompt cards to help with understanding of question words</li> <li>• Word finding strategies</li> <li>• Support written work if child has limited language – matching activity, missing words, sticking activities, scribes, drawings, mind map</li> </ul>

- New learning fits into the framework of what the pupil already knows – explicit links to prior learning
- Approach English concepts at a level of understanding that is appropriate
- Smart grouping – pairing with a more able reader/writer.
- Give additional time for processing
- Use of task boards – tick list of steps
- Alternative methods of recording – drawing, voice recording, typing, mind maps, symbols, use of a scribe, matching activity, sticking activity, missing words
- Minimise copying from the board
- Pre teaching of vocabulary
- Pre learning tasks
- Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels
- Using the same high-quality texts but shorter extracts to lower cognitive demand
- Use of age-appropriate books – high interest/low reading ability books
- Dyslexia friendly texts
- Kagan structures to support SEND pupils
- Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing.
- Use symbols, pictures, puppets etc to support understanding of character, setting and story events.
- Use ICT in a focused and structured way
- Introduce key vocabulary explicitly
- Highlight key words for the main message of the text. These could be individual words, but will more often be phrases such as persuasive language, noun phrases, or character portraits

- Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels
- When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama or build sound collages for a poem.
- Use ICT in a focused and structured way
- Use activities involving drama skills such as hot seating.
- In drafting, eg for writing a persuasive text, use role-play as part of the preparation.
- Summarise sequences of events through mind maps, spider plans, role-play, drama etc.
- Use symbols, pictures, puppets etc to support understanding of character, setting and story events
- the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves. Paired and small group discussions provide opportunities for all to take part
- Some pupils may not yet have the ability to analyse language, but can be helped to form and express their own views independently through modelling and practice.
- Visual modelling of what is expected

	<ul style="list-style-type: none"> <li>• Use activities involving drama skills such as hot seating.</li> <li>• In drafting, eg for writing a persuasive text, use role-play as part of the preparation.</li> <li>• Summarise sequences of events through mind maps, spider plans, role-play, drama etc.</li> <li>• Use symbols, pictures, puppets etc to support understanding of character, setting and story events</li> <li>• Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings</li> <li>• Make sure pupils know the purpose of the activity, eg that using interesting vocabulary in a story or descriptive piece helps the reader picture things more</li> <li>• Multi sensory tasks</li> <li>• To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.</li> <li>• Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc</li> <li>• Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board</li> <li>•</li> </ul>		
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Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> <li>• Videos with over stimulating or challenging themes</li> <li>• Difficulties with fine and gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/bold lines/visuals/IT</li> <li>• Make available a range of accessible materials including, chunky pencils,</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding own thoughts and contrasting with those of others</li> <li>• Working effectively as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a small group with a trusted adult for emotional support.</li> <li>• Pre-teaching</li> </ul>

<ul style="list-style-type: none"> <li>• Difficulties with planning</li> <li>• Organisational skills</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Colour vision deficiencies</li> <li>• Physical needs</li> </ul>	<p>different coloured crayons, individual whiteboards and pens for writing in different contexts, pencil grips</p> <ul style="list-style-type: none"> <li>• Angled writing boards</li> <li>• Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress</li> <li>• Adapted equipment</li> <li>• Consider seating position for hearing/vision impaired pupils</li> <li>• Consider lighting/blinds</li> <li>• Multi-sensory learning</li> <li>• Reduce need to copy from board (visual impairment)</li> <li>• Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other</li> <li>• Allow the child plenty of space to work</li> <li>• Gain pupil's attention before important information is given</li> <li>• Keep background noise to a minimum</li> <li>• Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</li> <li>• Use of stickers /dot in margins for children with visual perception difficulties</li> <li>• Highlighting alternative lines in writing book</li> </ul>	<ul style="list-style-type: none"> <li>• No resilience - feeling they aren't any good – resulting in lack of care and effort</li> <li>• Difficulty concentrating and maintaining attention to a task</li> <li>• Difficulties sitting still</li> <li>• Hypervigilance</li> </ul>	<ul style="list-style-type: none"> <li>• Clear rules and expectations, consistent boundaries, rewards and sanctions.</li> <li>• Praise the small steps and showcase their work – be proud.</li> <li>• Chunking work into smaller steps</li> <li>• Visual support</li> <li>• Task boards</li> <li>• Movement breaks</li> <li>• Use of fiddle toys/wobble cushions</li> <li>• Provide opportunities for multi-sensory learning</li> <li>• Make sure equipment is accessible and labelled clearly</li> <li>• Use of sandtimers</li> <li>• Use of safe space</li> <li>• The transition from whole-class to group or independent work, and back, is clearly signalled.</li> <li>• Pupils encouraged to look back to previous work/photos/ records to see how much progress they have made</li> <li>• Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.</li> <li>• Teach pupils how to use post-it notes for questions and ideas rather than interruptions</li> <li>• Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks</li> </ul>
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- Seated where there are minimal distractions e.g. away from windows and doors
- ask the child to explain what is required to check understanding
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