

Adaption for children with SEND in Writing

Area of Need	Barrier / Learning Challenge	Adaptation
Cognition and Learning	Accessing written work	- Dyslexia friendly environment (pale coloured paper, pale yellow background on Interactive Whiteboard) and colour laminates given for paper and reading books if required. - Scribing. - Use of technology, e.g voice recorders and word processing - Smart grouping: pairing with a more able writer. - Alternative methods of recording i.e. comic strip/picture/drama/role play/making models. - Providing cloze procedures/structuring of writing. - Short, sharp instructions. - Repeated selected set of learning objectives until they are secure rather than moving on with peer expectations. - Precision teaching strategies used to revisit specific skills repeatedly - using a 'build approach' to repeat and add skills so that skills aren't lost. - Physical prompts and strategies for remembering routines for writing and aid recall of oral compositions, e.g. cards for words in sentences.
Communication and Interaction	Understanding new vocabulary	- Some pre-teaching of new vocabulary prior to lesson. - Liaise with Speech and Language Lead. - Limit vocabulary to that which is necessary to ensure progress. - Explicit teaching of new vocabulary - Use knowledge notes and dual coding to support understanding - New vocabulary limited to manageable number - Continuous checking of understanding of key terms/concepts - Word mats provided and environmental prompts
	Communicating within lessons	- Think pair share before cold calling - Allow time for child to respond to questions. - Use alternative forms of responding such as mini whiteboards or partner feedback. - Give child warning if you're going to ask/ expect an answer to a question. - Use a card system for them to show when they may need support. - Give child enough warning/time to answer. - Discuss given question within small group/1:1 with an adult.
Social, Emotional and Mental Health	Sabotaging work if it's not perfect.	- Use of learning labels to focus on the aspects that prioritise the learning over the presentation. - Conversation before and during about their plan for execution - Use of the whoops moment for when things do not go to plan. - Encourage/praise. - Adult support if becoming dysregulated.
	Completing Work	- Short, sharp instructions for child to tick off when complete. - Task planners
	Low Self esteem	- Opportunities for children to share their work in quieter areas of classroom with their adults if they prefer. - One to one sharing.
	Challenging Behaviour.	- Allow movement or release breaks/ different work environments such as a wall table. - Modify activity and expectations. - Smaller groups, clear instructions, adult support.
Sensory or Physical	Visual or Hearing Impairment.	- Adult support. - Larger/smaller space. - Consult with the relevant sensory support teams.
	Difficulty accessing resources effectively	- Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc.). - Physical and sensory needs taken into consideration in advance of practical work (incl. school trips etc.) to ensure activities are accessible. - Use of range of different resources (hands-on practical learning, ICT etc.). - Options to record learning in different ways if appropriate. - Close working links with other agencies supporting individual children.