



Adaption for children with SEND in Writing

Area of Need	Barrier / Learning Challenge	Adaptation
Cognition and Learning	Accessing written work	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Short, sharp instructions for child to tick off when complete. • Task planners
	Low Self esteem	<ul style="list-style-type: none"> • Opportunities for children to share their work in quieter areas of classroom with their adults if they prefer. • One to one sharing.
	Challenging Behaviour.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Adult support. • Larger/smaller space. • Consult with the relevant sensory support teams.

	Difficulty accessing resources effectively	<ul style="list-style-type: none">• 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.
--	--	--