

SEND Adaptations for Writing

“Encouraging children to believe they can grow through writing opens up endless possibilities. With each sentence, they learn, grow, and reflect. Each word you write stretches your brain like a new muscle. The first draft is just your mind getting to know the page.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
• Use of stem sentences – provide the language to the children so they can give opinions, especially when predicting and concluding. • Use of Widget word resources to support access through dual coding • Lots of worked examples in and out of context to support children in learning grammar • Key words displayed • Use of shorter/less complex sentences in resources given • Use of word banks to support understanding and learning of vocabulary. • Use of alternative ways of recording learning (leaving blanks for children to complete some known words independently rather than copying). • Pre-learning and over learning to support understanding including topic related vocabulary on their knowledge organisers. • Use of small groups to scaffold SEND children where needed. • Application of vocabulary into different contexts to deepen understanding.	• Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Plan movement breaks and classroom jobs to allow children to move within a lesson. • Break lessons down into manageable chunks and explain this in advance of the learning. • Visual words/cues/phrases. • Repetition and reinforcement. • Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer. • Simple, step by step instructions verbally and then in a prompt sheet. • Use of appropriate modelling to support understanding. • Providing widget resources/pictorial images for the children. • Dictated sentences to support children saying it before writing it.	• Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. • Use of positive language to encourage good choice and higher self-esteem. • Teaching with empathy and understanding of the child's needs. • Allow movement breaks within the classroom for example giving out equipment or books etc. • Think about cognitive overload and the child's ability to cope with this. • High expectations for pupils with SEND who can achieve with scaffolded support. • Pre-teach key information so they feel prepared for the lesson and can be an 'expert.'	• Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Use of an iPad to photograph work from the interactive whiteboard to work with at their table • Additional ways of recording, i.e. videos, voice recordings, verbal commentary etc rather than always writing. • Working within mixed ability groups to support. • Pencil grips, tripod pencils, left-handed pens etc to support. • Use of IT to support access beyond screen sharing. • Allow sensory/brain breaks as a break from learning.