

Lanner Primary School

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

Individual Need	This is how we help...
Dyslexia	<ul style="list-style-type: none"> • Ensuring that appropriately tinted books, overlays and whiteboards are available. • When feasible, presentation slides will avoid black font on a white background. • Large close formatted paragraphs of information is avoided, with information being presented in numbered points or bullet points. • Pictures, text boxes, diagrams, clear sub-titles and ‘colour-coded text’ are used to break up and or replace large sections of information. • Using fonts such as Century Gothic, Comic Sans, Arial, Calibri Verdana on printed sheets with font size 12-14. • Visual representations (diagrams, pictures, illustrations) used to support understanding. • Vocabulary is taught, rehearsed and reinforced. • Instructions will be broken down into smaller steps • Pupils are asked to repeat back what they are required to do. • Pupils are given extra thinking and completion time. • Pre-warning pupils of questions – never “putting them on the spot”. • Provide lots of supported ‘talk’ opportunities so that ideas can be generated, prior to beginning writing. • When appropriate, support pupils organisational skills with task boards. • Pupils have opportunities to type their work, through keyboard use or dictation software. • Writing support, such as sentence stems, WAGOLS (What a good one looks like) and writing frames for longer pieces. • We understand that pupils with dyslexic tendencies may find is hard to organise information on diagrams, maps flow charts, spider diagrams and tables. If necessary, we will modify the task, for example by providing a blank table or mind map, to ensure success. • We understand that pupils may find it tricky to complete pre-printed tables, especially during boxing up exercises. We therefore make sure boxes and tables are big enough to easily write in. • We limit situations where pupils have to listen and write at the same time.
DCD Developmental Coordination Disorder	<p>Sensory Need</p> <ul style="list-style-type: none"> • Ensuring that pupils have access to the sensory equipment they need – wobble cushions, fiddle toys, Zuma chair, access to trampette etc. • Making sure movement breaks are available throughout the Writing Lesson – and are sometimes disguised, to ensure that the pupil is not embarrassed. • We understand that pupils may find it hard to wear standard school uniform and may like to wear more relaxed fit clothing or clothes of specific textures.

	<p>Fine & Gross Motor Skills</p> <ul style="list-style-type: none"> • When fine motor skills are inhibiting legible handwriting we make sure that the pupils has opportunities to type their work, through keyboard use or dictation software. • We understand that pupils with DCD tendencies may find is hard to organise information on spider diagrams and tables. If necessary, we will modify the task, for example by providing a blank table or mind map, enlarging tables for boxing up activities to ensure success. • Thought is given to which group would me most beneficial to the pupil, ensuring that DCD pupils can thrive alongside their peers. • We provide <ul style="list-style-type: none"> ○ Different pens (roller ball) and pen grips available if needed. ○ Writing slopes. ○ Finger grip rulers. • We understand that pupils may struggle with zips and buttons when putting on coats and cardigans. <p>Organisation</p> <ul style="list-style-type: none"> • Make sure the pupil’s tray is close to their desk. • Encourage children to limit the amount of resources on their desks at a given time. • Task boards to help pupils remember all the things they need for the lesson ahead. • Writing support, such as sentence stems, WAGOLS (What a good one looks like) and writing frames for longer pieces. • Pupils to sit directly facing the board / teacher. • Clear pencil cases so pupils can see their resources. • Visual timetables. • Simple step-by-step instructions on the board or printed worksheet. • Instructions will be broken down into smaller steps • We will ask pupils to repeat back what they are required to do.
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. • The writing lesson will be taught as part of the normal daily routine (e.g. 9.30 – 10.30 is when writing is taught.) If the lesson has to be moved, the pupils will be pre-warned. • Visual timetables will have reiterated the daily routine and pre-warned the pupil of the writing lesson. • If necessary, the pupil will be pre-warned of the content of the writing lesson, especially if it takes an unpredictable form. • Thought is given, prior to the lesson of which group would me most beneficial to the pupil, to ensure that ASD pupils can thrive alongside their peers. • Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult. • If necessary learning will be adapted, so that it is accessible to the child.

	<ul style="list-style-type: none"> • Pupils have opportunities to type their work, through keyboard use or dictation software. • Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson.
Anxiety	<ul style="list-style-type: none"> • The PACE approach will be used by all adults supporting the child within the lesson. • Adults will carefully check through the content of the lesson to ensure they are considering the child’s context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure. • Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the session. • Ensure consistency with regard to group work – (i.e. talk partners are always the same). • Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand. • Children will be able to use a ‘help card’ or signal in a pre-agreed manner, if they feel that they need support within the classroom. • Children will be provided with a safe and familiar break out space if they need it throughout the lesson
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Children will be given the correct preparation before the lesson so they know what will be happening and what to expect. • Writing support, such as sentence stems, WAGOLS (What a good one looks like) and writing frames for longer pieces. • Incorporate drama into writing lessons to explore character and plot. • All adults supporting the child within the classroom will have a good understanding of how best to support the child. • Any rules/expectations will be consistently implemented. • Seating arrangements will be considered carefully to minimise distractions within the session. • ‘Time out’ or ‘help cards’ can be used to ensure the child is able to communicate that they need to use their break out space. • Instructions and key information will be given clearly, so the child understands what is being asked of them and how they will achieve the learning intention.
Cognition & Learning Challenges	<ul style="list-style-type: none"> • Instructions will be broken down into smaller steps • Simple step by step instructions verbally, on the board or printed worksheet. • Consideration of the need to adapt a story or non-fiction text so that the child can understand it. • Provide regular ‘check ins’ (mini-plenaries) to ensure that the child understands and is confident in their writing. • Ask pupils to repeat back what they are required to do. • Extra thinking time. • Pre-warning of what question will be asked and thinking time given.

	<ul style="list-style-type: none"> • Pupils have opportunities to type their work, through keyboard use or dictation software. • Writing support, such as sentence stems, WAGOLS (What a good one looks like) and writing frames for longer pieces. • Pre-planned peer pairings and group support. • Spelling mats and word mats. • Large close formatted paragraphs of information is avoided, with information being presented in numbered points or bullet points • Concrete resources and visual representations will be given to the child to support the learning of new information.
Experienced Trauma	<ul style="list-style-type: none"> • The PACE approach will be used by all adults supporting the child within the lesson. • Adults will carefully check through the content of the lesson to ensure they are considering the child’s context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure. • Children will be provided with a safe and familiar break out space if they need it throughout the lesson. • Adults supporting the child will have good understanding of the child’s context and how best to support the child with their emotions.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given. • Consideration of the need 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. • Long sentences will be broken up into smaller, short sentences that can clearly be interpreted. • Children will be given time to process information and to give responses to answers. • Symbols, signs and visual timetables will be used to support communication. • Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence. • Positive responses will be given to any attempts at communicating. • Adults will regularly check the child’s understanding throughout the lesson.
Vision Impairment	<p>If appropriate</p> <ul style="list-style-type: none"> • The pupil will be seated facing the teacher. • A reading slope will be provided. • A thicker/darker pencil will be provided to support the child with reading their own writing. • Children will be given enlarged images, pictures and diagrams. • Visual aids and word-mats to help with vocabulary.

	<ul style="list-style-type: none"> Resources will be provided in the correct font size for the child in question.
Hearing Impairment	<ul style="list-style-type: none"> Minimisation of background noise. Consideration of the most beneficial seating arrangement through consultation with the pupil. Placing the child at the front or close to the teacher, or in the place the child feels is best for them. An awareness that group members, teacher and TA must face the child when speaking. Adults will discretely check that the child is wearing their hearing aid. If necessary, provide written and pictorial instructions. Children will be provided with key vocabulary. Adult support to encourage discussion and sharing of ideas to build verbal skills.
Toileting Issues	<ul style="list-style-type: none"> Children will be able to leave the classroom whenever necessary. Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible.