



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

Individual Need	Here's how we help everyone learn...
Autism Spectrum Disorder	<ul style="list-style-type: none"> ✓ Differentiate writing tasks to ensure that the child can access and make progress. ✓ Ask direct 'closed' questions through class discussion. ✓ Where possible, use visual prompts to aid writing. ✓ Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning. ✓ Give a clear goal for the content of independent writing and how much is expected by the end of a lesson.
Dyslexia	<ul style="list-style-type: none"> ✓ Using a background other than white when displaying writing (on interactive whiteboard). ✓ Provide coloured over lays in different sizes for reading, when appropriate. ✓ Use font size 12 or above on printed sheets (stories/information texts). ✓ Using fonts such as Century Gothic, Comic Sans, Arial or ✓ Verdana on printed sheets (stories/information texts).
Toileting Issues	<ul style="list-style-type: none"> ✓ Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet.
Cognition and Learning Challenges	<ul style="list-style-type: none"> ✓ Quality first teaching. Differentiate writing tasks to ensure that the child can access and make progress. ✓ Provide word mats and vocabulary that are writing genre specific. ✓ Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing. ✓ Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing. ✓ Support the child to overcome problems with understanding instructions and task requirements by the use of visual timetables where appropriate. ✓ Provide a word bank, with key vocabulary for the topic/area being studied. ✓ Provide key words with pictures/symbols to help with the child's memory. ✓ Provide a writing frame to help structure written learning. ✓ Keep Powerpoint slides simple and uncluttered. Highlight key information.



**Speech,
Language &
Communication
Needs**

- ✓ Be prepared 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.
- ✓ Use signs, symbols and visual timetables to support communication.
- ✓ Use visual displays (objects and pictures) that can be used to support understanding.
- ✓ The use of The Talk for Writing strategy so that children learn a text by heart before attempting to write.