

Potential barriers and possible strategies to overcome these for learners with SEND in writing

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills.</p> <p>Anxiety around writing which impacts resilience and self-esteem.</p> <p>Selective mutism.</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p> <p>Sensory sensitivities</p> <p>Processing difficulties</p>
Potential barriers to learning in writing	<p>Processing speed.</p> <p>Recall of rules linked to spelling and grammar.</p> <p>Struggles to apply known rules in different contexts.</p> <p>Problems accessing stimulus texts.</p>	<p>Problems with abstract scenarios suggested in writing units eg. writing from the point of view of an object.</p> <p>Inability to verbalise/explain their thoughts.</p> <p>Possible sensory issues when writing.</p> <p>May struggle to record learning.</p> <p>Struggle to understand or apply new language. Especially in different contexts.</p>	<p>The speed of some parts of lessons may produce anxiety.</p> <p>The use of timers and timed tests.</p> <p>Anxiety related to putting pen to paper- feedback is not as instant as other subjects when it comes to writing.</p> <p>Anxiety about sharing their writing.</p> <p>May get embarrassed to perform drama.</p>	<p>May be unable to hold a pencil.</p> <p>May have weakness in their gross or fine motor skills could mean they struggle with handwriting.</p> <p>Visual impairment may limit their ability to join letters.</p> <p>Hearing impairment may result in parts of input being missed.</p> <p>Some children struggle with the sensation of putting pen to paper.</p>

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<p>Suggested strategies and support</p>	<p>Small steps of learning used and taught through skills week.</p> <p>Widgit sheets used to aid spelling and spark ideas.</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice and application followed by feedback).</p> <p>Grammar taught through skills week and referred to during modelled writing.</p> <p>Learning is adapted to go off the curriculum needed for the individual child (eg. if working at Year 2 level in Year 4 their work should be planned and assessed against Year 2 expectations).</p>	<p>Small steps of learning used (mini plenaries to give instant feedback).</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat) - frequent brain breaks.</p> <p>Teacher to model writing and to provide opportunities for short bursts of writing throughout the writing unit- not just in the writing phase.</p> <p>Frequent recapping of knowledge and skills.</p> <p>Delivering instructions one by one.</p>	<p>Rather than using a countdown timer, we might use a stop watch where they write down their time when they finish.</p> <p>Use of open-ended questions.</p> <p>WABOLLS to encourage the idea that all work can be improved and edited.</p> <p>Editing sessions with the ethos that a good writer is someone who edits their work. In still this notion as a positive in our children. Editing is modelled during every unit of writing.</p> <p>Written feedback for editing is concise and manageable- limit the number of editing targets a child has to no more than 2.</p>	<p>Early years have a large focus on activities to develop gross motor skills.</p> <p>Intervention groups are happening in Early Years to support children who struggle with gross and fine motor skills.</p> <p>Pencil grips are offered.</p> <p>Pencils with indentations are used for children struggling with handwriting.</p> <p>Bubble handwriting is being trialled as a method to support children with their handwriting skills.</p> <p>Light pastel coloured backgrounds are used on flips and power points.</p>

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	<p>Sentence stems to aid memory and provide a scaffold.</p> <p>Delivering instructions one by one.</p> <p>Flexible pairings and groupings to allow some peer support and independence.</p> <p>Visual scaffolds eg. colourful semantics.</p> <p>Pre-topic checks of previous learning.</p> <p>Overlays used where needed.</p> <p>Spellings are differentiated where needed.</p> <p>Phonics teaching also gives reference to spelling as well as reading.</p> <p>Where possible, weekly spellings are set from the phonics scheme.</p>	<p>Use of colourful semantics eg. when writing relative clauses. Staff to be directed to use this.</p> <p>Dialogic lessons are taught with reference to the Tower Hamlets sentence stems. Progression document is used for this. Staff have been trained on this approach.</p> <p>Talk rules are displayed and referred to within the classroom.</p> <p>Teacher model rehearsing sentences orally and children are encouraged to do the same.</p> <p>When new language is introduced, children have chance to use it in different contents, have visual clues and have chances to use it orally before writing it. Teaching and pupil voice focusses on children being able to apply it in different contexts.</p>	<p>Small steps of learning used (mini plenaries to give instant feedback).</p> <p>Mostly verbal feedback is used so this can be instant and meaningful.</p> <p>Praise is specific to the LI that is needed to be achieved.</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat)</p> <p>Working walls are used and referred to as a tool to help us be independent.</p> <p>4Bs (brain, board, buddy, boss) is used so children are encouraged to be independent and so they know they will be supported.</p>	<p>Overlays are used in lessons and are sent home so children can practice with them at home.</p> <p>Children's work is printed on coloured paper where needed.</p> <p>Seating positions considered in relation to impairment - e.g. partner not seated on the side of the child's most severe hearing impairment.</p> <p>Staff allow children to trial different writing tools.</p> <p>Give children thinking time.</p>
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	<p>Brain breaks are given.</p> <p>Pictures are used and writing is relevant to children's experiences where possible.</p>	<p>Children use the A, B, C, D posters and use 'vote with their feet' to build up to verbalising their thoughts in vocabulary sessions.</p> <p>Word map templates have been shared by the SENCO in training sessions and given to staff for children with language difficulties.</p> <p>Tier 2/3 posters are consistently displayed across school.</p>	<p>Flexible pairings and groupings to allow some peer support and independence</p> <p>Delivering instructions one by one.</p> <p>Before drama is used, try hot seating/ conscience alley/ freeze frames and build up to this over time.</p> <p>Do not force children to perform to the whole class if this is going to be a trigger. Could they perform to a group/ be filmed instead?</p>	
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