



## TLA – Strategies for supporting pupils with SEND in Writing



Individual Needs	Scaffolding and Adaptive Learning
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"><li>✓ Use actions when retelling stories in line with Talk for Writing approach</li><li>✓ Incorporate drama into writing lessons to explore character and plot</li><li>✓ Ask children to repeat the instructions to ensure they know what and how to perform a task</li><li>✓ Ensure opportunities for Paired work / talk partner work</li><li>✓ Writing frames used to break up writing tasks and planning</li><li>✓ Expectations around quantity of needing to be completed made explicit.</li></ul>
Anxiety	<ul style="list-style-type: none"><li>✓ Ensure consistency with regard to group work – (i.e. talk partners are always the same)</li><li>✓ Positive relationship are maintained with regular dialogue</li><li>✓ Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved</li><li>✓ Pre-teach interventions and conversations</li><li>✓ Adapt expectations on inclusion of performance related activities.</li><li>✓ Ensure all texts are vetted in advance by adults, including specific child's family, to be aware of any themes, characters or settings that could potentially be triggering.</li></ul>

Autism Spectrum Disorder	<p>Depending on the child and their specific needs, children on the Autism Spectrum may benefit from:</p> <ul style="list-style-type: none"> <li>✓ Scaffolded and adapted writing tasks to ensure that the child can access and make progress</li> <li>✓ Ask direct 'closed' questions through class discussion</li> <li>✓ Where possible, use visual prompts to aid writing</li> <li>✓ Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning</li> <li>✓ Give a clear goal for the content of independent writing and how much is expected by the end of a lesson</li> <li>✓ Sequence of learning in line with the Talk for Writing approach of Imitate, Innovate, Independent so that children know the progression of skills and activities where possible.</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>✓ Using a background other than white when displaying writing (paper based or on interactive whiteboard)</li> <li>✓ Provide coloured over lays in different sizes for reading</li> <li>✓ Using font size 12 or above on printed sheets (stories / information texts)</li> <li>✓ Using fonts such as Century Gothic, Comic Sans, Arial, SassoonPrimary or Verdana on printed sheets (stories / information texts)</li> <li>✓ Provided writing frames</li> <li>✓ Provided sentence stems and word mats/sound mats.</li> </ul>
Dyspraxia	<ul style="list-style-type: none"> <li>✓ Build in opportunities to type written work</li> <li>✓ Provide writing slopes</li> <li>✓ Provide scaffold sheets to aid the structure of a piece of writing</li> <li>✓ Pencil grips and a wider range of writing tools are explored to find the most suitable</li> <li>✓ Allow for sensory and exercise breaks.</li> </ul>

<p>Toileting Issues</p>	<ul style="list-style-type: none"> <li>✓ Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate)</li> <li>✓ Sit the child close to the door so that they can leave the classroom, discreetly</li> </ul>
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> <li>✓ Scaffolded writing tasks to ensure that the child can access and make progress</li> <li>✓ Provide word mats and vocabulary that are writing genre specific</li> <li>✓ Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing</li> <li>✓ Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing</li> <li>✓ Support the child to overcome problems with understanding instructions and task requirements by using visual timetables, prompt cards, now/next boards with pictures as reminders of the steps needed to complete the task;</li> <li>✓ Provide a word bank, with key vocabulary for the topic/area being studied;</li> <li>✓ Provide key words with pictures/symbols to help with the child's memory;</li> <li>✓ Provide a writing frame to help structure work;</li> <li>✓ Keep Powerpoint slides simple and uncluttered.</li> <li>✓ Highlight key information</li> <li>✓ New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning</li> </ul>
<p>Speech, Language &amp; Communication Needs</p>	<ul style="list-style-type: none"> <li>✓ Be prepared to adapt a story or non-fiction text so that the child can understand it</li> <li>✓ Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing</li> <li>✓ Use signs, symbols and visual timetables to support communication;</li> <li>✓ Use visual displays (objects and pictures) that can be used to support understanding;</li> <li>✓ Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.</li> </ul>

Tourette Syndrome	<ul style="list-style-type: none"> <li>✓ Provide a list of elements to include in a piece of writing to aid attention</li> <li>✓ Be aware that a piece of writing may not be fully completed</li> </ul>
Experienced Trauma	<ul style="list-style-type: none"> <li>✓ Ensure all texts are vetted in advance by adults, including specific child's family, to be aware of any themes, characters or settings that could potentially be triggering.</li> <li>✓ Provide space and time to 'walk away' if themes within stories stir memories &amp; negative emotions</li> <li>✓ The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour.</li> <li>✓ Lesson plans may need to be adapted/differentiated to include these elements</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>✓ Provide thicker pencil/pen that to make it easier to read own writing</li> <li>✓ Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom</li> <li>✓ Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue;</li> <li>✓ Allow more time when visually exploring a material and when completing a visually challenging tasks</li> <li>✓ Ensure all writing is in an appropriate colour that is easy to read – avoiding yellow and pastel colours.</li> </ul>
Hearing Impairment	<ul style="list-style-type: none"> <li>✓ Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher</li> <li>✓ TA to support independent learning to ensure the child knows what to do</li> <li>✓ Ensure that any videos that are shown in writing lessons are subtitled</li> <li>✓ Provide print outs from the main input in a writing lesson which the child can refer to</li> <li>✓ New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning</li> </ul>