



Lostwithiel School

**Strategies for supporting pupils with
Special Educational Needs in Writing**

SOCIAL EMOTIONAL MENTAL HEALTH

Strategies for supporting learners who struggle with attention and/or lack confidence/struggle with change and transition:

- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.
- ✓ **Strategies for scaffolding learning:** Learning will be adapted so that it is accessible to the child.

Consideration is given to potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.

Time: extra time will be given for the child to process new information and instructions with the support of visual cues

Learning Environment: consider the seating arrangements to engage all learners and maximise access to resources – location of child to accommodate needs as comfortably as possible for the individual child. Consider that circles and grouped tables can be a barrier to attention on learning.

Pre-warning of change: Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before.

Supporting resources available include:

- Now & Next boards
- Dojos and recognition boards
- Home/school communication
- TIS support group/individual support
- Visual timetable
- Visual timers
- Pre-teaching of new English learning/vocabulary
- Teacher recorded prompts
- Use of videos
- Time out/sensory breaks available throughout the lesson for specific children



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COMMUNICATION AND INTERACTION

Strategies for supporting learners who struggle to retain vocabulary and/or comprehension:

- ✓ **Adult Support:** Drip-feed key vocabulary throughout the school day. Discuss the meaning of key terms in your subject to clarify the meaning of new language and make the subject accessible.

- ✓ **Strategies for scaffolding learning:**
Provide...
 - Visual word banks, picture prompts and sentence starters that are accessible throughout as necessary.
 - Provide a selection of vocabulary from which children can make to make powerful choices
 - Tabs in thesaurus to locate planned words more easily
 - Visual success criteria
 - Slow writing
 - Modelled sentences
 - Teacher recorded prompts
 - Pictorial word banks to support with the meaning of new language
 - RWI simple / complex SS chart
 - Online dictionary
 - Cloze procedure
 - Have a go mat
 - Statutory word bookmarks

Cues: Children could use a 'help card' if they feel that they need support within the classroom

Supporting resources available include:

- Talking tins
- Visual support materials
- Word banks and use of widge symbols
- Now & Next boards
- Visual timetables
- Visual support materials
- SALT support



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SENSORY AND PHYSICAL

Strategies for supporting learners who have sensory and/or physical issues:

- ✓ **Strategies for scaffolding learning:**
- ✓ Ear defenders can enable learners to partake in lessons with more confidence.
- ✓ **Learning Environment:** consideration is given to the size of the group and the fact that learners may benefit from smaller groups or individual groups. Consideration is given to the lighting in the room if learners would benefit from reduced glare on interactive whiteboards and computer screens.
Pre- teach: pupils with auditory sensitivity may find
Sensory breaks: Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson to be accessed when necessary
- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with the them and the will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.

Supporting resources available include:

- Voice activated software
- Laptops/ICT support
- Bands for chairs
- Visual support materials – word banks, picture prompts
- Sensory diet (including regular movement breaks)
- Move and sit cushions
- Sloping desktop
- Fidgets
- Pencil grips
- Springy scissors
- Chew bangle
- Ear defenders
- Laptop
- Dictation software
- Speech bubble sticky notes



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COGNITION AND LEARNING

Strategies for supporting learners who struggle to access lessons because of literacy and/or numeracy-based difficulties and/or those who require additional time to develop conceptual understanding:

- ✓ **Adult Support:** Use of strategies like modelling, demonstrating and initiating to help learners understand concepts. Small group provision. Encourage active participation through a scaffolded experience.
 - Modelled sentences
 - Slow writing
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- ✓ **Strategies for scaffolding learning:**
Provide visual aids to enable learners to participate in learning activities.
Provide pictorial representations of a composition to provide a form of non-verbal communication. Break down content into small steps.
Pre-teach: individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson and can access the learning.

Supporting resources available include:

- Dyslexia support resources including: coloured overlays, talking tins, talking white boards, reading rulers/catch me cards
- Task boards
- Writing frames
- Rainbow writing
- Chunking
- Pre-teach
- Post-teach
- Word mats – use of widgeit symbols
- Talking tins
- Dictation software
- Access to learning support materials – word lists/mats, number lines, 100 squares, maths mats
- Now & Next boards
- Visual timers
- Visual timetable
- Visual prompts – word banks, picture prompts, sentence stems