



## SEND PROVISION IN WRITING



Cognition and Learning		Communication and Language	
Learning challenges	Provision	Learning challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing written work.</li> <li>• Accessing and understanding emotional learning / empathy.</li> <li>• Accessing social concepts.</li> <li>• Understanding grammatical terms.</li> <li>• Gross / fine motor skills.</li> </ul>	<p>*Dyslexia friendly environment,</p> <ul style="list-style-type: none"> <li>• Scribing</li> <li>• Use of technology</li> <li>• Colourful semantics</li> <li>• Smart grouping: pairing with a more able writer.</li> <li>• Alternative methods of recording i.e. comic strip/picture</li> <li>• Social stories</li> <li>• 1:1 support or small group support where necessary</li> <li>• Use of colour for different word classes               <ul style="list-style-type: none"> <li>• Pencil grips, writing slopes, handwriting prompts,</li> <li>• Timers</li> </ul> </li> <li>• Ordering words in sentences</li> <li>• Word banks (with images)</li> <li>• Talking tins/iPad for recording ideas</li> <li>• Sentence stems</li> <li>• Pre-teach specific vocabulary</li> <li>• Writing frame</li> <li>• Daily Letter formation practise</li> <li>• Phonics reminder prompts</li> <li>• Cloze procedures</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding new topic/experience               <ul style="list-style-type: none"> <li>• vocabulary.</li> </ul> </li> <li>• Understanding tasks involving empathy/ emotions or understanding differences.</li> <li>• Social learning such as role play.</li> </ul>	<ul style="list-style-type: none"> <li>*Pre-teaching of new vocabulary prior to lesson.               <ul style="list-style-type: none"> <li>• Send vocabulary word mats home before starting the genre.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Social stories</li> <li>• Adult support</li> <li>• Group discussions to gain ideas</li> <li>• Visual story map</li> <li>• Sequencing activities</li> <li>• Use of puppets to retell/tell</li> </ul> </li> </ul>



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Physical and/or sensory		Social, emotional and mental health	
Learning challenges	Provision	Learning challenges	Provision
<p>*Accessing writing themes</p> <ul style="list-style-type: none"> <li>• Group work.</li> <li>• Videos or photos with over stimulating or challenging themes</li> </ul>	<p>*Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T</p> <ul style="list-style-type: none"> <li>• Support with group work to avoid conflict/sensory overload               <ul style="list-style-type: none"> <li>• Provide advanced warning of challenging themes, activities, images or videos.</li> </ul> </li> <li>• background noise and reverberation are reduced</li> <li>• glare is reduced there is enough light for written work</li> <li>• teacher's face can be seen – avoid standing in front of light sources, eg windows.</li> <li>• Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress</li> <li>• Use of highlighter on lines/margins.</li> </ul>	<p>*Anxiety towards new or sensitive themes.</p> <ul style="list-style-type: none"> <li>• Difficulties understanding social concepts.</li> <li>• Difficulties understanding own emotions/ thoughts and contrasting with those of others</li> </ul>	<p>*Working in a small group with a trusted adult for emotional support.</p> <ul style="list-style-type: none"> <li>• Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge or experience to access the new theme.</li> <li>• Pre-teach challenging concepts/themes/vocab in advance to prepare children fully.</li> </ul>



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