



Inclusive strategies to  
support pupils with  
SEND in Writing



Bebrave 

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Believe 

# Cognition and learning

## Memory



- ★ Use of a voice recording device such as talking tins
- ★ Offer additional thinking time to formulate responses and act upon instructions
- ★ Offer short, personalised instructions in the correct task sequence
- ★ Provide visuals to support vocabulary and teach vocabulary in context
- ★ Offer pre-teaching sessions to make the unfamiliar feel familiar
- ★ Echo reading of the Talk for Writing text/ learning the text with actions
- ★ Flip chart vocabulary sheets
- ★ Flip charts with toolkits to remind children of current/ previous and upcoming toolkits that they may wish to use
- ★ Picture and word banks of key vocabulary
- ★ Individual spelling banks
- ★ Story mapping out the text to help children remember the story
- ★ Use of magpie books to note vocabulary to use in future lessons

## Task Organisation



- ★ Offer a visual task timeline
- ★ Offer a Workstation approach
- ★ Ensure equipment is well organised and easily accessible
- ★ Use of visual time prompt such as timers
- ★ Tasks to be broken down into smaller, manageable steps – use of task management boards
- ★ Use of a laptop to organise their work
- ★ Use of 'Rule Kit' so that children know what is expected and use to complete the task
- ★ Boxing up sheet to organise their stories

## Concentration



- ★ Offer a visual task timeline/ task management board
- ★ Offer frequent and planned refresh/refocus breaks built into a visual timeline
- ★ Use of a tabletop timer to show how long the child must work for
- ★ Ask the child to explain in their own words what they are learning/their task
- ★ Break larger tasks into small steps and offer a motivator for successful completion of each one
- ★ Keep focused activities short and intersperse with child-led activity
- ★ Use of a laptop and with a coloured background to support if necessary

## Information Processing



- ★ Allow additional thinking time to process and react to instructions/information
- ★ Explore the learning style of the pupil and ensure you reflect their processing style in your teaching style and resources. Ensure you offer a range of teaching styles within your QFT
- ★ Verbal information to be supported with use of visuals
- ★ Storytelling to learn the text in advance before writing. This is repeated on a number of occasions prior to writing to internalize the text and understand
- ★ Use of the widget tool to help understand key vocabulary and instructions
- ★ Use of colourful semantics to build understanding of sentence formation
- ★ Use pictures to story map the text and introduce new vocabulary
- ★ Numbering lines of the text to support management of lengthy texts
- ★ Highlight key information

## Recognition and Recording



- ★ Assess whether the pupil has a gap in their learning experiences and understanding. If this is the case, ensure strategies that are implemented are interactive, multisensory and reflect early learning experiences
- ★ Flashcards with picture/rhyme hooks
- ★ Alternative methods of recording such as mind maps, comic strips, the use of ICT, filming, photographs
- ★ Children can dictate work using immersive reader
- ★ Children can use computers to type up their work
- ★ Children are provided with magpie books to jot down key vocabulary they might want to use in following pieces of writing

## Application



- ★ Offer opportunities to physically build words by identifying syllables using building blocks/LEGO
- ★ Share Talk for Writing texts in a 1:1 setting and within 5 sentence story groups using props/puppets to enhance interaction
- ★ Expose children to a wide variety of texts throughout the years, underpinned by class novels, poetry and shared reading texts
- ★ Ensure the Talk for Writing texts in the setting are aspirational, age appropriate and reflective of their interests and needs of the cohort
- ★ Ensure the reading corner is engaging for all pupils - could it be linked to a specialist interest? Is their favourite character visible?
- ★ Ensure the environment is language rich
- ★ Create sensory stories
- ★ Provide reading and writing opportunities to support writing linked to activities they like e.g. reading/writing a recipe in cooking.
- ★ Provide story boards, washing lines, visual representations of the text using 'widget' software
- ★ Use repetitive texts to build familiarity with high frequency words
- ★ Use of coloured overlays and coloured paper
- ★ Quick writes used in reading/ curriculum lessons as part of retrieval to recap key learning from previous lessons or apply vocabulary
- ★ Review whole word reading skills of HFW. Implement precision teaching or 'sparkly folder' strategy to increase recall
- ★ Question child around real-life events and experiences and use photographs to support this
- ★ Incorporate role play and drama/dress up to retell a text
- ★ Picture based comprehension work
- ★ Work on question types – for example: what sort of answer you would give for a 'who' question
- ★ Who, what, where, why and when card tins- to help build sentences and recall information from a text. This could be linked to a colourful semantics approach
- ★ Model thinking whilst reading and writing texts – 'Think out loud' using a variety of grammatical terminology and spelling techniques whilst completing shared and guided writing opportunities
- ★ Provide a range of ways to demonstrate sentence types and movement of words to create different effects on the reader
- ★ Give learners several sentences and ask them to reword the sentences to make them grammatically accurate
- ★ Offer cloze procedure activities to check understanding. Word banks of appropriate choices can be offered as a support.
- ★ Numbering the text lines to support reading of the text
- ★ Breaking down the text into manageable chunks- Opening, Build-up, Problem, Resolution, Ending and scaffolding this through modelling and support to build familiarity with the story and vocabulary before writing their own independent application
- ★ Pre-teach vocabulary and the text context. Pre-teach vocabulary linked to topic/text

# Communication and Interaction

## Social interaction Communication



- ★ Introduce specific my turn/your turn activities so that the pupil can work collaboratively with others to complete a task
- ★ Teach inference skills explicitly in context. 'It is hot in here.' What might that mean I need you to do to help?'
- ★ Always give a clear role/purpose in group work. Provide a brief check-list of what that role looks like/involves
- ★ Model 'wondering aloud': 'I can see that Daniel has tears in his eyes. I wonder if this is because he is sad. I will go and see if I can help him.'
- ★ Give the pupil a clear role such as listener/speaker and signpost the information that they need to collect
- ★ Surround with positive peer role models and explicitly narrate their behaviours
- ★ Use of drama

## Verbal/non-verbal Communication



- ★ Use partner talk strategies
- ★ Use of visuals to support instructions and understanding
- ★ Use of Makaton signing if appropriate
- ★ Being aware of children's non-verbal communication such as gesture and body language
- ★ Objects of reference/ visuals to aid understanding and routine
- ★ AAC communication devices to support children with writing
- ★ Core word boards to allow non-verbal learners join in with discussions and sharing ideas

## Receptive and Expressive language



- ★ Introduce pre- teaching of targeted subject specific vocabulary
- ★ Provide opportunities for overlearning vocabulary
- ★ Make vocabulary mats available as a table top resource with supporting visuals
- ★ Support the pupil to create a personalised vocabulary bank/dictionary containing visual supports using magpie books
- ★ My turn/ your turn approach to learning new vocabulary and definitions

## Attention



- ★ Share a text/book e.g. use stories with rhyme or repeating phrases for the child to join in with, leave a gap for the child to fill in etc
- ★ Sit the child near the front and make frequent eye contact. Consider who they are sitting next to (positive peer role model)
- ★ Reduce language. Keep instructions as short as possible. Break them into small steps and give one at a time
- ★ Give a synopsis of what is to come, 'this is about a girl who...'
- ★ Reduce visual and noise distractions (e.g. use of ear defenders)
- ★ Gain attention through saying child's name before giving instructions
- ★ Story telling using actions to learn texts and keep children excited and engaged

## Listening



- ★ Use of immersive reader to read text aloud
- ★ Allow child extra time to process the language they are being told
- ★ Give the child a question to ask prior to the lesson or give them an answer to a question that will be asked during the lesson This can promote active listening. When first introduced make sure you ask the question early in the lesson, slowly, this time can be extended
- ★ Think about seating plan to minimise distraction

# Social, Emotional and Mental Health

## Regulation



- ★ Feelings charts
- ★ Staff trained in emotions coaching
- ★ Safe spaces for withdrawal
- ★ 5-point scale charts used
- ★ Emotions cards
- ★ Sensory diet and use of sensory manipulatives.

## Self Esteem



- ★ Encourage other pupils to compliment the target pupil. This can be introduced whole class via peer marking approach.
- ★ Openly acknowledge and model that it is okay to make mistakes. During shared and guided writing, demonstrate making a mistake and talk through how to recover
- ★ Scaffolded learning where pupils can succeed
- ★ Having clear success criteria so pupils can recognise success
- ★ Task management boards
- ★ Visual timetables
- ★

## Anxiety



- ★ 1:1 or small group reading/talk partners to help build confidence.
- ★ Task management boards
- ★ Visual timetables
- ★ Use of timers
- ★ Worry monsters/jars/wellbeing-emotions plaques
- ★ 5-point scale charts used
- ★ Mindfulness activities
- ★ 5 sentence story group with more manageable amounts of texts, working within a smaller group
- ★ Scaffolded learning to support children and different 'Rule Kits' to manage workload and expectations for children
- ★ Give prior warning to any changes in lessons.
- ★ A consistent approach through Talk for writing.

## Resilience



- ★ Re-read familiar texts and retell Talk for Writing text over a number of days
- ★ Growth mindset approach
- ★ Structured and repetitive sequences of lessons
- ★ Visual timers
- ★ Visual timetables
- ★ Task management boards
- ★ Modelling making mistakes

## Self-confidence



- ★ 1:1 or small group reading to help build confidence
- ★ Re-read familiar texts
- ★ Growth mindset approach
- ★ Structured and repetitive sequences of lessons
- ★ Visual timers
- ★ Visual timetables
- ★ Task management boards
- ★ Modelling making mistakes

## Physical and/or Sensory needs

### Fine Motor Skills



- ★ Use of alternative methods of recording including mind maps, use of IT/immersive reader and dictation
- ★ Pencil grips
- ★ Putty
- ★ Writing slopes
- ★ Enlarged writing lines
- ★ Different writing tools e.g. larger pencil

### Gross Motor Skills



- ★ Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary.
- ★ Pencil grips and a range of writing tools
- ★ Writing slopes
- ★ Adaptive seating e.g. wobble cushion, physio chair

### Hearing impairment



- ★ Provide a note taker (adult or peer) to record key information
- ★ Include opportunities for repetition in lesson time
- ★ Appropriately placed seating within the classroom
- ★ Use of hearing loops etc – if appropriate
- ★ Reduced background noises within the class e.g. fans, radiators etc
- ★ Pre teach of vocabulary
- ★ High level of visual support for the spoken word
- ★ Use of subtitles if watching video stimulus

### Visual Impairment



- ★ Consider producing materials for all pupils in an accessible font size (at least 14 point) and typeface (eg Arial) to reduce the amount of modification needed
- ★ Provide electronic copies of resources for older pupils so they can put them into their preferred format themselves on their own computers
- ★ Allow work to be completed on electronic device and written feedback to be given in the same way
- ★ Offer coloured overlays and printed materials on pastel coloured paper
- ★ Increase line spacing (at least 1.5)
- ★ Provide thicker pencils with darker lead
- ★ Ensure handout/ Powerpoint slides are uncluttered

## Sensory processing



- ★ Explore the use of different coloured overlays and paper
- ★ Use different coloured backgrounds on whiteboards
- ★ Ensure texts are presented clearly and uncluttered
- ★ Use of sensory stories
- ★ Multi-sensory approaches to learning texts and writing e.g tapping out sounds, forming phonemes in different textures (sand, shaving foam etc)
- ★ Recognise support needed for different sensory aspects e.g. a child with a visual sensory need would benefit from reduced visuals within their text/on the flipchart etc. A child with an auditory sensory need may benefit from sitting near the door so that they can withdraw from the room if the noise level gets too high
- ★ Individualised sensory timetables with regular sensory breaks to reduce sensory arousal
- ★ Consideration of the feel of paper used
- ★ Have sensory resources available that will support focus and meet sensory needs – ear defenders, wobble cushions, fiddle toys, chewellery, sensory boxes