

SEND provision and adaptation in Writing



Proudly and joyfully, we love, live and learn as God's children

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Interpretation challenging concepts</p> <p>Cognitive difficulties – ability to understand grammar</p> <p>Processing difficulties</p>	<p>Stem sentences – provide the language to the children so they can give opinions, especially when predicting and concluding.</p> <p>Widget word mats/resources/displays to support access</p> <p>Lots of worked examples in and out of context to support children in learning grammar</p> <p>Key words displayed Use of shorter/less complex sentences in resources given</p> <p>Videos/ songs/ models used to support understanding and aid memory</p>	<p>Expressing themselves – opinions using verbal communication</p> <p>Language difficulties may make chn unable to access learning</p>	<p>Providing widget resources/pictorial images for the children to point to, IT resources to support accessibility/alternative ways for children to record their ideas and opinions</p> <p>Dictated sentences to support children saying it before writing it</p> <p>Use of simple instructions – small steps Careful and appropriate modelling to support understanding Visual aids and dual coding Videos of examples and practice</p> <p>Colourful Semantics approach to support writing</p>
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Fine motor skills/physical difficulties</p> <p>Tactile quality of materials</p>	<p>Choosing appropriate resources and manipulatives for each individual child's need e.g. sand to support letter formation</p> <p>Handwriting assessments and interventions to support fine and gross motor skills</p> <p>Provide additional ways to record info (video/ICT etc)</p> <p>Ensure any sensory difficulties are considered at the point of planning</p> <p>Tables to record information clearly</p> <p>Being mindful of the noise level / smells/ feel</p> <p>Consider grouping carefully</p>	<p>Low self-esteem</p> <p>Social difficulties – may struggle with group work</p>	<p>Share celebrities who had challenges and highlight the contributions that they made e.g. people with dyslexia</p> <p>High expectations for SEND pupils who can achieve with scaffolded support</p> <p>Pre-teach key information so they feel prepared for the lesson and can be an 'expert'</p> <p>Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start</p> <p>Provide clear, specific instructions and outline expectations</p>