



Supporting Learners with SEND in Writing



Creating an inclusive environment	<ul style="list-style-type: none">- All SEND children have access to opportunities to engage in the use of grammatical language, expanding their vocabulary and learning throughout the school days as well as in lessons.- Opportunities given throughout the school day such as going through the day's schedule, word of the day, reinforcing vocabulary, developing the ability to write in a range of genres- Considerations given to the position of learners during writing lessons to ensure they can attend and have support when needed.- Considerations given to whether they would be best working with the whole class, in a small group or 1:1 with an adult.- Use of ICT to support if beneficial for example clicker, talking tins- Consideration of the physical layout of the workspace ensuring that all learners can access the equipment needed in the lessons.- Understanding of how learners best learn – visual, auditory, and kinaesthetic.- Visual cues given to children as well as oral ones
Curriculum considerations	<ul style="list-style-type: none">- Curriculum is broken down into small, manageable steps so that all learners can access the learning.- Drama is used to allow learners the best possibility to understand the character's motivations- Use of videos and virtual tours to enable children to consolidate their learning.
Strategies to scaffold learning	<p><u>Learners who struggle with attention:</u></p> <ul style="list-style-type: none">- Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources.

- Consider the length of teaching input.
- Particular roles are given to children who are going to struggle with their attention.
- Learners are given short, manageable bursts of learning to help structure their attention.

Learners who have sensory needs:

- Considerations to the size of the group they work in, to ensure that children are not overwhelmed.
- Sensory breaks are given where needed.

Learners who struggle to retain vocabulary:

- Pre-teaching of grammatical vocabulary and key terms before the lesson starts.
- Recapping terminology at the beginning of each lesson.
- Visual word banks with pictures attached to support understanding.
- Key grammatical language displayed on working walls for children to refer to.

Learners who need additional time to support their conceptual understanding:

- Content is broken down into small steps to build understanding.
- Now and next cards used.
- Visual timetables and success boards
- Maximised opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience.