

SEND in my subject area: Writing

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information	Word banks are displayed on the wall within classes to revise and regularly recap.	Difficulties using language / expressing themselves	Sentence starters / modelled language. Dictated sentences for those who require support with independent sentences. Stem sentences / repetition / oral rehearsal Partner talk My turn-Our Turn-Your turn Think, pair and share. Talk tins/tiles to structure and rehearse sentences (teacher recorded and pupil recorded)
Meaning of vocabulary	Oracy opportunities in lessons to practise and use new vocabulary in context. Oral rehearsal. Labels with picture cues, word banks		
Literacy Skills – ability to read/write information	Scaffolding Grapheme mat (Grow the Code) Writing frames Alternative recording method (mind map, video, photographs, poster, adult scribe) Adult support, peer support (mixed ability pairing supports) Clicker access Communicate in Print resources Use of talk tins/tiles Use of muddled sentences Cloze procedure Sentences openers Cut up sentences	Difficulties with processing language	Simplified step by step instructions. Chunking Pictorial prompts Model – do Time to formulate information / answers
Conceptual Understanding difficulties	Pre-teach opportunities Adaptive teaching – allow small groups for overlearning opportunities. Provide worked examples to use as a model for independent work Role play and dramatisation		
Children with dyslexic tendencies	Coloured overlays Coloured background on screens Usual dyslexic support given when reading / writing		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor/gross motor difficulties	Usual supports must be available: pencil grip sloping board and non-slip mat writing frames scaffolds scribe cut up sentences	Children who struggle to maintain attention	Fast paced lessons, model and do approach to teaching, use of interactive resources Lesson chunked into small teach/do steps Children sit on focus rows-adult support Opportunities to move – give out books, maps etc Non-verbal reminders Seating plans Wobble cushion Fidget toys Resistance bands
Children with hearing difficulties	Seating plan – ensure children are seated where they can hear and see the adult Picture prompts Adult check ins		

<p>Children with visual difficulties</p>	<p>Adult repeat back other children's answers that may not be heard Hearing loop to assist hearing-impaired pupils.</p> <p>Seating plan – ensuring children can see the board Enlarged resources Adult check-ins Clear paths to navigate the classroom.</p>	<p>Anxiety</p> <p>Children who have difficulty with transitions and routines</p>	<p>Ear defenders Bite/chew chains Regular adult check ins</p> <p>Advance preparation for how the lesson will run Now and next strategy Visual timetables</p>
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