

SEND PROVISION IN WRITING

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
- Accessing written work. - Accessing and understanding emotional learning/ empathy. - Accessing social concepts. - Understanding grammatical terms - Gross/fine motor skills - Remembering instructions	- Dyslexia friendly environment, - Scribing - Use of technology (e.g. Seeing AI, Microsoft Lens) - Colourful semantics - Widget - Smart grouping: pairing with a more able writer. - Alternative methods of recording i.e. comic strip/picture - Social stories 1:1 support or small group support where necessary - Use of colour for different word classes - Pencil grips, writing slopes, handwriting prompts, - Timers - Ordering words in sentences - Word banks (with images) - Talking tins/iPad for recording ideas. - Sentence stems - Voice to text applications - Pre-teach specific vocabulary - Writing frame - Daily Letter formation practise - Phonics reminder prompts - Cloze procedures - Looping	- Understanding new topic/experience - vocabulary. - Understanding tasks involving empathy/ emotions or understanding differences. - Social learning such as roleplay. - Retaining sentence ideas	- Pre-teaching of new vocabulary prior to lesson. - Send vocabulary word mats home before starting the genre. - Limit vocabulary to that which is necessary to ensure progress. - Social stories - Adult support - Group discussions to gain ideas - Visual story map - Sequencing activities - Use of puppets to retell/tell - Stem sentences - I do, We do, You do

	Individual I-Pads		
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
- Accessing writing themes - Group work. - Videos or photos with over stimulating or challenging themes.	- Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T - Support with group work to avoid conflict/sensory overload - Provide advanced warning of challenging themes, activities, images or videos. - background noise and reverberation are reduced - sound field system is used, if appropriate - glare is reduced there is enough light for written work - teacher's face can be seen – avoid standing in front of light sources, eg windows - pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. - Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T - 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 - Use of subtitles where necessary - Use of highlighter on lines/margins.	- Anxiety towards new or sensitive themes. - Difficulties understanding social concepts. - Difficulties understanding own emotions/ thoughts and contrasting with those of others	- Working in a small group with a trusted adult for emotional support. - Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge or experience to access the new theme. - Pre-teach challenging concepts/themes/vocab in advance to prepare children fully. - Kagan Approach: tables laid out to offer peer support.

