

SEND PROVISION IN WRITING

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing written work. • Accessing and understanding emotional learning/ empathy. • Accessing social concepts. • Understanding grammatical terms • Gross/fine motor skills 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Understanding new topic/experience • vocabulary. • Understanding tasks involving empathy/ emotions or understanding differences. • Social learning such as roleplay. 	<ul style="list-style-type: none"> • 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

<i>Physical and/or Sensory</i>		<i>Social, Emotional and Mental Health</i>	
<i>Learning Challenge</i>	<i>Provision</i>	<i>Learning Challenge</i>	<i>Provision</i>
<ul style="list-style-type: none"> • <i>Accessing writing themes</i> • <i>Group work.</i> • <i>Videos or photos with over stimulating or challenging themes.</i> 	<ul style="list-style-type: none"> • <i>Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T</i> • <i>Support with group work to avoid conflict/sensory overload</i> • <i>Provide advanced warning of challenging themes, activities, images or videos.</i> • <i>background noise and reverberation are reduced</i> • <i>sound field system is used, if appropriate</i> • <i>glare is reduced there is enough light for written work</i> • <i>teacher's face can be seen - avoid standing in front of light sources, eg windows</i> • <i>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.</i> • <i>Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T</i> • <i>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</i> • <i>Use of subtitles where necessary</i> • <i>Use of highlighter on lines/margins.</i> 	<ul style="list-style-type: none"> • <i>Anxiety towards new or sensitive themes.</i> • <i>Difficulties understanding social concepts.</i> • <i>Difficulties understanding own emotions/ thoughts and contrasting with those of others</i> 	<ul style="list-style-type: none"> • <i>Working in a small group with a trusted adult for emotional support.</i> • <i>Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge or experience to access the new theme.</i> • <i>Pre-teach challenging concepts/themes/vocab in advance to prepare children fully.</i>

