



**SEND provision in writing**

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing written work.</li> <li>• Accessing and understanding emotional learning/ empathy.</li> <li>• Accessing social concepts.</li> <li>• Understanding grammatical terms</li> <li>• Gross/fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia friendly environment,</li> <li>• Scribing</li> <li>• Use of technology (e.g. Seeing AI, Microsoft Lens)</li> <li>• Colourful semantics</li> <li>• Widget</li> <li>• Smart grouping: pairing with a more able writer.</li> <li>• Alternative methods of recording i.e. comic strip/picture</li> <li>• Social stories</li> <li>• 1:1 support or small group support where necessary</li> <li>• Use of colour for different word classes</li> <li>• Pencil grips, writing slopes, handwriting prompts,</li> <li>• Timers</li> <li>• Ordering words in sentences</li> <li>• Word banks (with images)</li> <li>• Talking tins/iPad for recording ideas.</li> <li>• Sentence stems</li> <li>• Voice to text applications</li> <li>• Pre-teach specific vocabulary</li> <li>• Writing frame</li> <li>• Daily Letter formation practise</li> <li>• Phonics reminder prompts</li> <li>• Cloze procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding new topic/experience</li> <li>• vocabulary.</li> <li>• Understanding tasks involving empathy/ emotions or understanding differences.</li> <li>• Social learning such as roleplay.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of new vocabulary prior to lesson.</li> <li>• Send vocabulary word mats home before starting the genre.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Social stories</li> <li>• Adult support</li> <li>• Group discussions to gain ideas</li> <li>• Visual story map</li> <li>• Sequencing activities</li> <li>• Use of puppets to retell/tell</li> </ul>
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision

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