



Inclusion support in Writing

Our Writing Intent

We aim to harness our children's creativity, imagination and individuality through the power of writing. Our children are equipped with the knowledge, skills and vocabulary they need to communicate their ideas clearly, confidently and effectively for a range of purposes and audiences. Through engaging and purposeful writing opportunities, we aim to develop children who are enthusiastic and independent writers, who take pride in their work and understand the impact their words can have. We strive for our children to become skilled authors who can write creatively, critically and thoughtfully, whilst developing a secure understanding of spelling, grammar, punctuation and handwriting. We aim to inspire our children to see themselves as writers and to recognise that writing is a powerful tool for learning, communicating, influencing and expressing themselves throughout their lives.

Areas of Need

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific Learning Difficulties (SpLD) encompassing a range of conditions including dyslexia, and dyscalculia.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have

Physical and Sensory

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and they may require additional ongoing support and equipment to access all the opportunities available to their peers. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory

Social, Emotional, Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have



	particular difficulties with social interaction.	impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.	disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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Barriers			
Cognition and Learning - Recall of instructions - Use of specific language - Delay between instruction and task results in forgetting - Accessing learning due to poor literacy, processing or cognitive skills	Communication and Interaction - Children may struggle to communicate their view and express opinions - Language difficulties - Noise and movement – overstimulating - Sharing space and equipment with others	Physical and Sensory - Inability to see lines to write on - Poor fine motor skills leading to handwriting difficulties - Muscle fatigue when writing extended pieces - Difficulties when tracking texts	Social, Emotional, Mental Health - Difficulty in taking turns and sharing - Difficulty with not succeeding - Children who struggle may become upset/angry/withdrawn particularly in subject areas they find more difficult - Children who struggle may become upset/angry/withdrawn particularly in subject areas they find more difficult

Provision			
Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional, Mental Health
• Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Constant retrieval opportunities and reinforcement • Reduction in verbal instruction • Use of video and photographs to aid recall • Writing frames and sentence stems available • Use of stories to support understanding, linking art to real life	• Clear structure of lesson with minimal periods of inactivity • Pre-teaching of rules and expectations • Writing frames and sentence stems available • Discuss answer with a partner first to allow processing time • Alternative ways of expressing views e.g. written on a white board, filmed on iPad • Ensure any written information is also explained verbally • Use of simple instructions – small steps with modelling	• Positioning in learning space • Use of communication in print/signals • Visual modelling • Instruction in classroom before lesson • Audio equipment • Provide additional ways to record info(video/ICT etc) • Peer support • Specialist equipment • Ensure alternative equipment or support is provided e.g. space for a walker between	• Careful consideration of groupings (reduce size if needed to reduce overwhelming sense) • Specific rules and expectations • Work on resilience • Time out/movement breaks • Provide children with jobs e.g. supporting groups, resource distribution • Have clear expectations of group work • Ensure consistency • Own set of equipment where possible



• Coloured paper and 'white'boards Coloured overlays	• Visual aids and dual coding • Video, photographs and modelling to demonstrate key skills • Own set of equipment where possible	tables • Ear defenders available • Prepared resources available • Speech to text software • Touch typing intervention • Pencil/pen grips	• Therabands on chair legs or wobble cushions • Use of concentration aids
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Key Points of Adaptive Teaching

- Think STEP – Space, Task, Equipment, People
- Pre-teach vocabulary e.g. whilst getting equipment out
- Re-cap vocabulary and skills e.g. whilst putting equipment away at the end of the lesson
- Celebration of disabled key people in the field can show all pupils what is possible – without this, there is a risk of exclusion
- Clarity of instruction, explanations and modelling are crucial
- Ensure resources are suitable for all
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating