

SEND- Ambition and Access in Writing

Ambition – What are we aiming for children with SENs to achieve in this subject?

Children are able to communicate their needs in written form. They are able to recognise and spell high frequency words. They will have a basic understanding of what is required to write a main clause and how to add some detail.

Access– What amendments are made to the subject in order to help children with SENs to achieve?

Early Identification and assessment:

- Identify pupils who may require SEND support in writing through regular assessments, teacher observations, and discussions with parents.
- Conduct thorough assessments to determine the specific writing difficulties and needs of each student. This may involve diagnostic assessments or working with specialists, such as speech and language therapists or educational.

Personal Plan (IEPs):

- Develop Personal Plans (IEPs) for pupils with SEND in writing. These plans should outline clear, measurable writing goals and strategies to achieve them.
- Collaborate with special education professionals, parents, and the pupil (where appropriate) to create and review the IEP termly.

Differentiated Instruction:

- Tailor writing instruction to meet the diverse needs of pupils with SEND. Provide differentiated activities and tasks that accommodate various skill levels.
- Offer a range of writing prompts and tasks that allow pupils to work at their own pace and gradually build their writing skills.

Explicit Instructions:

- Provide explicit and structured instruction in writing skills, including grammar, spelling, punctuation, and sentence structure.
- Break down writing processes into manageable steps, such as prewriting, drafting, revising, editing, and publishing, and teach these steps explicitly.

Visual supports:

- Use visual aids, graphic organisers, and visual prompts to help students with SEND organise their thoughts and plan their writing.
- Incorporate visual cues for grammar and punctuation rules.
- Word mats are available for children to use the correct grammar/vocabulary

Assistive Technology:

- Explore the use of assistive technology, such as speech-to-text or text-to-speech software, word prediction tools, and spell-checkers, to support pupils in the writing process.
- Ensure that pupils have access to any necessary assistive technology devices or resources.
- Keyboards for children to type up any written work if necessary

Feedback and Positive Reinforcement:

- Provide regular feedback on pupils' writing efforts. Highlight strengths and areas for improvement.
- Encourage and praise pupils for their progress and effort in writing, fostering a positive attitude toward writing tasks.

Small group or One to One:

- Consider providing small group or one-on-one instruction for pupils with more intensive writing needs.
- This personalised approach allows for targeted support and focused attention on specific writing challenges.
- Writing interventions are in place to support those with handwriting/presentation issues

Incorporate Multisensory Activities:

- Engage pupils with multisensory activities that involve tactile materials or interactive writing tools to enhance their understanding and retention of writing concepts.

Peer and Self-assessment:

- Encourage pupils to peer-review each other's writing and engage in self-assessment. This process can help them develop critical writing skills and self-awareness.

Inclusive Classroom Environment:

- Foster an inclusive classroom environment where pupils with SEND in writing feel valued, supported, and included in all writing activities.

Parent / Carer Communication:

- Maintain open and regular communication with parents or carers to discuss pupils' progress, strategies for support at home, and ways to collaborate effectively.

Regular monitoring and adjustment of strategies based on pupils' progress are essential components of effective SEND support in writing.