



SEND – Ambition and Access in Writing

Ambition

What are we aiming for pupils with SEND to achieve in Writing?

We have high aspirations for all pupils with SEND and believe that every child can develop as a writer and make progress within the Writing curriculum. Writing provides pupils with an important means of communicating their ideas, thoughts, feelings and experiences.

Pupils with SEND are supported to develop the skills needed to write independently, including spelling, sentence construction, vocabulary choices, grammar and punctuation. They are encouraged to communicate their ideas clearly and confidently, using the most appropriate methods and tools to support their individual needs.

Through ambitious teaching, appropriate support and carefully planned adaptations, pupils with SEND are enabled to develop their writing skills from their individual starting points and become increasingly independent writers.

Access

How do we adapt teaching so pupils with SEND can access and succeed in Writing?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced writing curriculum that builds progressively on prior learning, developing transcription skills, sentence structure, vocabulary, grammar and composition.
- Early identification of barriers to writing through assessment, observation and ongoing monitoring, allowing teaching and support to be adapted effectively.
- Explicit modelling of writing processes, including planning, drafting, revising, editing and improving.
- Breaking writing tasks into manageable steps, with clear explanations and success criteria.
- Explicit teaching of spelling, phonics, handwriting, grammar and punctuation where appropriate.
- Use of visual supports such as word banks, vocabulary mats, sentence starters, graphic organisers and planning frames to support idea development and organisation.
- Opportunities to rehearse ideas verbally before writing, including discussion, partner talk and oral storytelling.
- Pre-teaching and revisiting key vocabulary to support pupils in expressing more complex ideas.
- Flexible approaches to recording ideas and demonstrating understanding, including speech-to-text, typing, oral responses, drawings, diagrams or other supported methods where appropriate.
- Access to assistive technology such as word prediction tools, spell-checkers, speech-to-text or text-to-speech tools where appropriate.



- Adapted resources, including consideration of layout, font, spacing and presentation to support accessibility.
- Additional processing time and opportunities for repetition and practice where required.
- Targeted small-group teaching or additional support where assessment identifies specific writing needs.
- Regular feedback that identifies strengths, celebrates progress and provides clear next steps for improvement.
- Opportunities for self-assessment and peer feedback to develop independence and confidence as writers.
- Multisensory approaches, including practical activities, discussion, visual prompts and interactive resources to support retention and understanding.
- An inclusive classroom environment where all pupils feel valued and confident to share their writing.
- Effective communication with pupils, families and relevant professionals where additional support or adaptations are required.

Our aim is that every pupil can access a broad and ambitious Writing curriculum, develop confidence in expressing themselves through writing, become increasingly independent communicators and make meaningful progress from their individual starting points.