SUBJECT INCLUSION STATEMENT

Inclusion in Writing

Every pupil is taught the full Writing curriculum, with the same high expectations for all. What changes is the support each pupil receives. We want every pupil to leave Forsbrook a confident, independent writer who communicates purposefully for a range of audiences.

BARRIERS Handwriting and spelling | Organising ideas | Vocabulary | Composing and transcribing

How we adapt teaching for pupils with SEND

Adaptations happen in class, alongside peers, matched to each pupil's SEN support plan and any EHC plan.

PUPILS WHO...	HOW WE ADAPT IN WRITING
Find handwriting or spelling difficult	Pencil grips, sloped boards and multi-sensory spelling practice. Speech-to-text, word prediction or a scribe where it shows what pupils can compose. Adults support reading, writing and maths where needed, then step back so pupils work independently.
Find organising ideas difficult	Colourful semantics helps pupils build sentences independently, alongside oral rehearsal, story maps and planning frames.
Struggle to remember vocabulary	Word and picture banks on the working wall; new words are taught in context, rehearsed aloud and used in sentences.
Find it hard to concentrate	Lessons are broken into chunks, mixing teacher talk, partner talk and short bursts of writing, with movement breaks.
Find change unsettling	Clear routines, a visual timetable, a warning before tasks end, and time to finish writing later.
Have sensory or physical needs	Fine motor support, adapted equipment and keyboards, and a quiet space to write where needed.
Need more time to grasp ideas	Model texts are read in advance, writing draws on topics pupils know well from history, science and RE, and success criteria are personalised.

Other groups of pupils in Writing

Disadvantaged pupils
Shared experiences give every pupil knowledge and vocabulary to write about.

Pupils learning EAL
Pre-taught vocabulary, sentence frames with images and extra oral rehearsal.

High-attaining pupils
Sustained composition, authorial choices and analysis of model texts.

An inclusive learning environment

Working walls with word and picture banks, the same phonics resources in every classroom, and ideas shared aloud before pupils write.

OUR AIM **Every pupil becomes a confident, independent writer for a range of audiences.**
Courage to share their ideas and improve their writing. Joy in writing for real purposes and audiences.