



At St Dennis Primary Academy, children with SEND are fully included in the life of the school, their needs are understood so that the right adjustments and provision are in place and staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because ‘Everyone matters, **everyone succeeds** and every moment counts’.

Specific Area of Need	How we ensure that ‘everyone succeeds’
Communication and interaction	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> ✓ Be prepared to adapt a story or non-fiction text so that the child can understand it ✓ Provide lots of supported ‘talk’ opportunities so that ideas can be generated, prior to beginning writing ✓ Use signs, symbols and visual timetables to support communication ✓ Use visual displays (objects and pictures) that can be used to support understanding ✓ Provide a visual guide to the lesson, e.g. a check list, or pictures to aid understanding. ✓ Help the child develop their understanding by exploring new subject matter and explaining what they think they have been asked to do
Autism including Asperger’s syndrome (ASD)	<ul style="list-style-type: none"> ✓ Differentiate writing tasks to ensure that the child can access and make progress ✓ Ask direct ‘closed’ questions through class discussion ✓ Where possible, use visual prompts to aid writing ✓ Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning ✓ Give a clear goal for the content of independent writing and how much is expected by the end of a lesson
Tourette Syndrome	<ul style="list-style-type: none"> ✓ Provide a list of elements to include in a piece of writing to aid attention ✓ Be aware that a piece of writing may not be fully completed ✓ Motor tics of my eyes, head or neck may interfere with reading and affect handwriting or the ability to write for prolonged periods of time.



Cognition and learning

<p>Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)</p>	<ul style="list-style-type: none"> ✓ Use a background other than white when displaying writing (paper based or on interactive whiteboard) ✓ Provide coloured overlays in different sizes for reading ✓ Using font size 12 or above on printed sheets (stories/information texts) ✓ Using fonts such as Nelson, Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts) ✓ Scaffold writing tasks to ensure that the child can access and make progress ✓ Provide word mats and vocabulary that are writing genre specific
<p>Dyslexia</p>	<ul style="list-style-type: none"> ✓ Provide a writing frame (particularly for non-fiction texts) to aid the structure of a piece of writing ✓ Provide regular ‘check ins’ (mini-plenaries) to ensure that the child understands and is confident in their writing ✓ Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task ✓ Keep PowerPoint slides simple and uncluttered. ✓ Highlight key information.
<p>Dyspraxia (Developmental co-ordination disorder)</p>	<ul style="list-style-type: none"> ✓ Build in opportunities to type written work ✓ Provide writing slopes ✓ Provide scaffold sheets to aid the structure of a piece of writing ✓ Pencil grips and a wider range of writing tools are explored to find the most suitable

Social, emotional and mental health difficulties

<p>Trauma</p>	<ul style="list-style-type: none"> ✓ Provide space and time to ‘walk away’ if themes within stories stir memories & negative emotions ✓ The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. ✓ Lesson plans may need to be adapted to include these elements
<p>ADHD</p>	<ul style="list-style-type: none"> ✓ Use actions when retelling stories ✓ Incorporate drama into writing lessons to explore character and plot



	<ul style="list-style-type: none"> ✓ Ask children to repeat the instructions to ensure they know what and how to perform a task ✓ Ensure opportunities for paired work / talk partner work ✓ Writing frames used to break up writing tasks and planning
Anxiety	<ul style="list-style-type: none"> ✓ Ensure consistency with regard to group work – (i.e., talk partners are always the same) ✓ Positive relationships are maintained with regular dialogue ✓ Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved
Sensory and/or physical needs	
Hearing impairment (HI)	<ul style="list-style-type: none"> ✓ Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher ✓ TA to support independent learning to ensure the child knows what to do ✓ Ensure that any videos that are shown in writing lessons are subtitled
Visual impairment (VI)/ Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> ✓ Provide thicker pencil/pen that make it easier to read own writing ✓ Carefully selected reading material – clear pictures and good visual contrast ✓ Access to 'screen reading' technology or use of electronic texts ✓ Include as many multi-sensory real-life experiences as possible to develop a shared understanding of the world ✓ Systematic approach to the learning of spellings
Physical Disability	<ul style="list-style-type: none"> ✓ Children may need a large working space with an accessible route into and out of the classroom ✓ Offer alternatives to writing, such as IT for dictation or recording, or the use of a scribe. ✓ Avoid the need for copying lots of information ✓ Make available a range of accessible materials including, for example: chunky pencils, individual whiteboards and pens for writing in different contexts, pencil grips for students who need them, and cordless/tracker ball mouse for students with mobility difficulties. ✓ Film, interactive material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.