



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

Adaptations for children with SEND

Subject Area: Writing

Area of Need: Cognition and Learning

- Hands on learning, children able to touch/explore
- Where appropriate, use of resources (word banks, coloured overlays, pencil grips, coloured paper/ whiteboards)
- WAGOLL to show 'what a good one looks like'
- Opportunities to edit learning and respond to any teacher marking
- Providing a range of sources, including visual and audible
- Use of talk to text to record ideas and responses
- Range of ways to record learning e.g. verbal, group presentation, scribe, drama, comic strip etc.
- Use of IT e.g. voice recorders
- Providing templates, writing frames to scaffold where appropriate
- Key vocabulary cards/mats
- Pre-teaching of key vocabulary
- Use of visuals, not always words

Area of Need: Communication and Interaction

- Pre-teaching of new vocabulary prior to lesson
- Use of vocabulary word mats
- Careful use of language – not overwhelming child with amount or content of language
- Explicit teaching of new key vocabulary
- Continuous checking of understanding of key terms/concepts
- Stem sentences/sentence starters to help support verbal responses
- Carefully considered groupings/pairings
- Adequate time given for children to process and respond to a question
- Use of 'I say, we say, you say'
- Use of 'think, pair, share' to scaffold ideas/responses

Area of Need: Social, Emotional and Mental Health

- Clear explanations from trusted adult before any new experiences – what will happen, provide opportunities for children to ask questions
- Use of small group/trusted adults
- Ensure children have a good underpinning of prior knowledge in order to access the new theme
- Consideration of seating arrangements and position in class (exit routes if necessary)

- As much as possible, introduce challenging concepts/themes in advance to prepare children fully
- Good communication with parents/carers
- Use of calming music and dim lights to support regulation
- Working walls, English displays and tables to be clearly labelled and not cluttered allowing pupils to access for support and not overstimulate
- Any changes to normal routine communicated clearly to child and Parent/Carer well in advance – ensuring where suitable and needed, sessions are predictable
- Start of each new unit – explicit links made to previous learning
- Where appropriate, allow movement/sensory breaks
- Now/Next chart – child to tick off when complete. Child is very clear on what is happening next
- Opportunities for children to share their achievements with Parent/Carer
- Clear, unambiguous instructions
- If child is becoming distressed/dysregulated trusted adult to ensure no demands are put on child, child in safe place, reduce language, if needed child to take some time away from main teaching

Area of Need: Physical and/or Sensory needs

- Resources modified as appropriate to individual need e.g. resource enlarged for visually impaired child, where they are seated in the classroom for acoustics/ seeing the board
- Resources such as wobble cushion, angled writing board, pencil grips
- Physical and sensory needs taken into consideration in advance of educational visits to ensure activities are accessible
- Where necessary, risk assessments undertaken
- Options/flexibility to record learning in different ways if appropriate
- Demonstration/modelling by adult or peer on how to use specific equipment
- Where possible, allow child to try out resources before a session
- Ensure child is aware of what is happening next (share with them plan of the lesson)
- Provide ear defenders if an activity is unusually loud