

SEND provision in writing

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> Poor working memory – difficult recalling key events and details about the text. Difficult sequencing. Slow processing speed. Accessing reading / written work. 	<ul style="list-style-type: none"> Use of shared and paired reading to develop understanding of new learning. Visual word banks to support understanding – widget. Words/phrases highlighted for emphasis. Chance to read through their work with Kagan partner or trusted adult. Independent tasks to focus on their individual A2E target outcomes. Use of sentence starters, word bank, visuals. Teacher modelling. Use of discussions with partner or trusted adults. WAGOLLS to be provided. 	<ul style="list-style-type: none"> New vocabulary across a range of different genres. Lack of reading fluency. Auditory processing difficulties. Limited ability to relate to a text/empathise with the characters. 	<ul style="list-style-type: none"> Pre-teach new vocabulary to aid understanding. Repetition of key learning. Use of discussions, linked experiences that the children have had, as well as providing the experience (hook). Use of IT such as immersive reader, Ipads, laptops.
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> Unable to use specific senses to connect with the learning. Difficulty making connections. Difficulty following the text when reading / being read to. Visual Impairment. 	<ul style="list-style-type: none"> Multisensory strategies used, e.g., using fingers to indicate words in their sentences, tap out sounds; gestures to support with phonics and drawing words in the air. Use of a ruler/stick to track the text they have written. Large print texts. Use of audio books. Working wall provided on Ipads or Chromebooks. 	<ul style="list-style-type: none"> Lower reading ZPD – low self-esteem and books not of interest or age appropriate. Significant difficulty in acquiring basic literacy skills – feeling and fear of failure. Lack of enjoyment of reading and reduced motivation. Reading stress due to lack of accuracy, low reading rate and comprehension. 	<ul style="list-style-type: none"> Use of Kagan partner to enables them to interact with initial ideas for writing. Use of high interest reading books. Small reading groups – work at the right level with appropriate challenge for the individuals. A range of different text used to match the interests of the class. Opportunities for pupils to support each other (collaborative learning). Use of coloured overlays/ sheets to relax the eyes during reading and writing.

