



Barriers to and solutions for Engagement, Progress and Achievement in Writing-

Clarity of instruction, explanations and modelling are crucial

Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn

Use of word banks support understanding of new vocabulary for all children

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor) Physical Impairment	Memory/processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	<p>Hearing distinctions between sounds for segmenting in spelling</p> <p>Unable to pronounce sounds correctly to spell especially the initial sound</p> <p>Difficulty in hearing instructions from teacher/peers Filtering noise to hear what is important Low self-esteem</p>	<p>Difficulty writing legibly</p> <p>Reading back what they have written</p> <p>Unable to see pencil mark</p> <p>Unable to read word banks or information sheets/books</p> <p>Unable to see the board when writing is modelled</p> <p>Unable to read teachers' writing in their own books</p>	<p>Difficulty holding and correctly using a pen/pencil</p> <p>Eye tracking weakness</p> <p>Sequencing and organising their writing</p> <p>May miss out words when writing</p> <p>Reluctance to read aloud their own work</p> <p>Adults unable to read their work</p> <p>Limited concentration</p>	<p>Recall of instructions</p> <p>Unable to process use of specific or unfamiliar vocab</p> <p>Difficulty with comprehension writing tasks</p> <p>May always revert to familiar writing or repetition</p> <p>Unable to use phonics to spell, can't recall age appropriate spellings and may have</p>	<p>Concentration may waver on longer tasks</p> <p>Often won't engage in empathy writing tasks or writing as in the third person</p> <p>They may not want to revisit their work or edit after writing</p> <p>Comprehension misunderstandings, especially inference and deduction</p>	<p>Unable to verbalise their thoughts</p> <p>Lack of concentration</p> <p>Misunderstanding and misconceptions of writing tasks and outcomes</p> <p>Poor comprehension</p> <p>If EAL they may have vocabulary difficulties and misunderstanding of nuances and figure of speech misconceptions</p>	<p>Dyslexia may be specific to or include writing as well as reading</p> <p>They may struggle with recall of individual phonemes, spelling homophones or homographs, individual words, general age appropriate spellings, sentence structure plus punctuation and handwriting rules</p>	<p>Confidence and self-esteem</p> <p>Unable to focus</p> <p>May not want to write</p> <p>Covering their work, destroying it or unable to take teaching to improve on their work</p> <p>Unable to edit due to self-esteem</p>

	Difficulty with vocabulary Difficulty with comprehension	Can't edit their own work	Speech difficulties and phonological processing	difficulties using a dictionary.			Anxiety and lack of confidence	
Solutions	Signing if needed during writing activities Amplification/repetition of instructions Vocab lists, explanations and dictionaries always on hand Position within the class Simple and smart instructions Interventions to model spelling, handwriting and sentence structure	Enlarged lines in books or plain pages Repeated verbal or pictorial instructions Enlarged resources is needed Technology for recording or use of computer or scribe for some writing Speak directly to child Ensure enough light for writing Ensure teacher's face can be seen Non reflective whiteboards	Extra phonics for spelling Sensitivity to not showing writing to whole class Support with mark making and handwriting Use of computer to write Use of larger grip pencils/pens or grippers	Written or visual instructions Pre and catch up teaching when needed Have smart resources to help with independent writing Daily modelled writing lessons Use writing frame or plot points to ensure writing follows a sequence	Allow regular break after an agreed target Close adult focus depending on age Careful smart planning to allow child to explore writing in the third person or on a unfamiliar subject May need a fidget toy Use of adapted seating such as a wobble cushion May need to move and listen Ensure that some writing is related to specific interest	Allow opportunities to verbalise writing before committing to paper Allow times to refocus Repeat instructions or use visual aids Additional EAL lessons using bespoke resources depending on age	Robust keep up/catch up programme for spelling individual words and whole sentence structure Read aloud child's work back to them Use of coloured paper or overlays	Ensure writing is sometimes of interest Support with reading and editing their work if needed Movement breaks Shorter and more achievable tasks Allow them to see the potential that writing has to their self-esteem and as an outlet for their emotions

		Hard copies of PowerPoints or smartboard presentations						
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