

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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC/ ADHD	Speech and Language	Cognition and Learning	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> <li>• Hearing distinctions between sounds for segmenting in spelling</li> <li>• Unable to pronounce sounds correctly to spell especially the initial sound</li> <li>• Difficulty in hearing instructions from teacher/peers</li> <li>• Filtering noise to hear what is important</li> <li>• Low self esteem</li> <li>• Difficulty with vocabulary</li> <li>• Difficulty with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty writing legibly</li> <li>• Reading back what they have written</li> <li>• Unable to see pencil mark</li> <li>• Unable to read word banks or information sheets/books</li> <li>• Unable to see the board when writing is modelled</li> <li>• Unable to read teachers' writing in their own books</li> <li>• Can't edit their own work</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty holding and correctly using a pen/pencil</li> <li>• Eye tracking weakness</li> <li>• Sequencing and organising their writing</li> <li>• May miss out words when writing</li> <li>• Reluctance to read aloud their own work</li> <li>• Adults unable to read their work</li> <li>• Limited concentration</li> <li>• Speech difficulties and phonological processing</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of instructions</li> <li>• Unable to process use of specific or unfamiliar vocab</li> <li>• Difficulty with comprehension writing tasks</li> <li>• May always revert to familiar writing or repetition</li> <li>• Unable to use phonics to spell, can't recall age appropriate spellings and may have difficulties using a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration may waver on longer tasks</li> <li>• Often won't engage in empathy writing tasks or writing as in the third person</li> <li>• They may not want to revisit their work or edit after writing</li> <li>• Comprehension misunderstandings, especially inference and deduction</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to verbalise their thoughts</li> <li>• Lack of concentration</li> <li>• Misunderstanding and misconceptions of writing tasks and outcomes</li> <li>• Poor comprehension</li> <li>• If EAL they may have vocabulary difficulties and misunderstanding of nuances and figure of speech misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia may be specific to or include writing as well as reading</li> <li>• 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.</li> <li>• Anxiety and lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence and self esteem</li> <li>• Unable to focus</li> <li>• May not want to write</li> <li>• Covering their work, destroying it or unable to take teaching to improve on their work</li> <li>• Unable to edit due to self esteem</li> </ul>

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Solutions Identified by subject co-ordinator, SENCO, Class teacher	<ul style="list-style-type: none"> <li>• Signing if needed during writing activities</li> <li>• Amplification of instructions</li> <li>• Vocab lists, explanations and dictionaries always on hand</li> <li>• Position within the class</li> <li>• Simple and smart instructions</li> <li>• Interventions to model spelling, handwriting and sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged lines in books or plain pages</li> <li>• Repeated verbal or pictorial instructions</li> <li>• Enlarged resources is needed</li> <li>• Technology for recording or use of computer or scribe for some writing</li> <li>• Speak directly to child</li> <li>• Ensure enough light for writing</li> <li>• Ensure teacher's face can be seen</li> <li>• Non reflective whiteboards</li> <li>• Hard copies of PowerPoints or smartboard presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Extra phonics for spelling</li> <li>• Sensitivity to not showing writing to whole class</li> <li>• Support with mark making and handwriting</li> <li>• Use of computer to write</li> <li>• Use of larger grip pencils/pens or grippers</li> </ul>	<ul style="list-style-type: none"> <li>• Written or visual instructions</li> <li>• Pre and catch up teaching when needed</li> <li>• Have smart resources to help with independent writing</li> <li>• Daily modelled writing lessons</li> <li>• Use writing frame or plot points to ensure writing follows a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Allow regular break after an agreed target</li> <li>• Close adult focus depending on age</li> <li>• Careful smart planning to allow child to explore writing in the third person or on a unfamiliar subject</li> <li>• May need a fidget toy</li> <li>• Use of adapted seating such as a wobble cushion</li> <li>• May need to move and listen</li> <li>• Ensure that some writing is related to specific interest</li> </ul>	<ul style="list-style-type: none"> <li>• Allow opportunities to verbalise writing before committing to paper</li> <li>• Allow times to refocus</li> <li>• Repeat instructions or use visual aids</li> <li>• Additional EAL lessons using bespoke resources depending on age</li> </ul>	<ul style="list-style-type: none"> <li>• Robust keep up/catch up programme for spelling individual words and whole sentence structure</li> <li>• Read aloud child's work back to them</li> <li>• Use of coloured paper or overlays</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure writing is sometimes of interest</li> <li>• Support with reading and editing their work if needed</li> <li>• Movement breaks</li> <li>• Shorter and more achievable tasks</li> <li>• Allow them to see the potential that writing has to their self-esteem and as an outlet for their emotions</li> </ul>