

Ambition – What are we aiming for pupils with SEND to achieve in this subject?

- To have high expectations for what every pupil with SEND can understand, communicate and create through language, regardless of their individual barriers or starting point.
- Pupils with SEND should have access to the same rich, ambitious and age-appropriate texts and vocabulary as their peers, with appropriate adaptations to enable participation.
- To develop pupils' oral language, vocabulary, comprehension and ability to express ideas, recognising that strong spoken language provides an important foundation for writing.
- To develop pupils' ability to internalise language and story structures, enabling them to retell, adapt and ultimately create their own narratives and other forms of writing.
- To develop an understanding of sentence structure, grammar, vocabulary, text structure and authorial choices through Talk for Writing approaches.
- To provide opportunities for pupils to develop confidence and fluency when speaking, including opportunities to rehearse ideas, use new vocabulary and express increasingly complex thoughts.
- To ensure difficulties with speech, language, communication, memory, processing, attention, fine motor skills or literacy do not unnecessarily limit pupils' access to ambitious language and writing.
- To enable pupils to progress from supported oral rehearsal towards increasingly independent composition, with scaffolding gradually reduced as confidence and competence develop.
- To develop pupils' independence, creativity and enjoyment of language, ensuring they see themselves as successful communicators and writers.

Access – What amendments are made to the subject to help pupils with SEND achieve?

Adaptive teaching and appropriate challenge

- Identify individual barriers to accessing language and writing and adapt the route to learning rather than unnecessarily reducing the linguistic or literary ambition.
- Break learning into manageable stages while maintaining the intended outcome.
 - Provide additional opportunities for rehearsal, repetition and retrieval of vocabulary, sentence structures and story sequences.
- Use clear modelling and explicit teaching to make language choices and writing processes visible.
- Maintain access to ambitious texts and vocabulary, providing scaffolds to support understanding rather than consistently providing simplified alternatives.

Oral language and rehearsal

- Provide frequent opportunities for pupils to talk before they write, allowing them to rehearse vocabulary, sentences, ideas and story sequences.
- Use partner talk, small-group rehearsal and adult modelling where appropriate.
 - Allow additional processing time before pupils are expected to respond.
- Use sentence stems, oral rehearsal structures and visual prompts to support pupils in constructing increasingly complex sentences.
- Provide opportunities to rehearse ideas repeatedly before expecting independent recording.
- Where appropriate, allow pupils to record or communicate ideas orally before transferring them into written form.

Story maps and visual supports

- Use story maps, actions, symbols, pictures, objects and other visual prompts to support pupils in internalising the structure and vocabulary of a text.
 - Break longer stories or texts into manageable sections.
 - Use consistent visual representations to support recall and sequencing.
 - Provide individual or small-group access to story maps where pupils require additional repetition or rehearsal.
- Gradually reduce reliance on visual prompts as pupils become more confident and independent.

Vocabulary development

- Explicitly teach and revisit ambitious vocabulary from the model text.

- Support pupils to understand vocabulary through:
 - pictures
 - actions
 - real objects
 - examples and non-examples
 - synonyms and antonyms
 - repeated use in context.
- Provide vocabulary banks or visual prompts where appropriate.
- Encourage pupils to use new vocabulary orally before expecting them to use it independently in writing.
- Avoid unnecessarily simplifying vocabulary for pupils with SEND; instead, provide the support needed to make ambitious vocabulary accessible.

Communication and Speech, Language and Communication Needs

- Follow recommendations from Speech and Language Therapy or other relevant professionals.
 - Use visual supports, symbols, gestures and AAC where appropriate.
- Give pupils sufficient processing time and avoid requiring immediate responses.
 - Model language naturally and explicitly, expanding pupils' responses where appropriate.
- Provide structured opportunities for pupils to practise sentence construction and expressive language.
- Do not allow difficulties with speech or expressive language to prevent pupils from contributing ideas or demonstrating their understanding.

Memory and sequencing

- Use repeated rehearsal of stories, vocabulary and sentence structures to support pupils who experience difficulties with working memory.
 - Provide clear visual sequences and prompts.
 - Use actions, rhythm, repetition and oral rehearsal to strengthen recall.
 - Revisit previously learned texts and structures regularly.

- Avoid introducing too many new vocabulary items or structures at once where this would create unnecessary cognitive load.

Sentence construction and grammar

- Explicitly model how sentences are constructed and how grammatical choices affect meaning.
- Use sentence stems, substitution tables and colour coding where appropriate.
- Provide opportunities to manipulate and orally rehearse sentences before writing them.
- Use practical activities, such as rearranging words or physically sequencing sentences, to support pupils who benefit from concrete approaches.
 - Gradually remove scaffolds as pupils develop independence.

Writing and recording

- Consider whether handwriting, fine-motor difficulties, spelling or transcription are preventing pupils from demonstrating their ideas.
 - Where appropriate, allow pupils to use:
 - a scribe
 - speech-to-text
 - typing
 - alternative recording methods
 - oral composition before transcription.
- Continue to explicitly teach writing and transcription skills rather than allowing alternative recording methods to replace these where they are the intended learning.
- Reduce unnecessary copying so that pupils' cognitive effort can be focused on language, composition and meaning.

Imitation → Innovation → Independent Application

- Ensure pupils with SEND experience all stages of the Talk for Writing process.
- Imitation: provide additional support and repetition to help pupils internalise the model text, vocabulary and structure.
- Innovation: use carefully structured prompts, shared writing, oral rehearsal and visual scaffolds to support pupils in adapting the model.

- Independent application: gradually remove scaffolds so pupils can independently apply their knowledge and create their own writing.
- Avoid keeping pupils permanently at the imitation stage because of their SEND.

Comprehension and understanding

- Check understanding regularly rather than relying on pupils' ability to repeat the model text.
- Use questioning, discussion, sequencing and practical activities to identify pupils' understanding.
- Explicitly teach inference, prediction, vocabulary and comprehension skills where required.
- Provide visual and concrete representations to support pupils in understanding abstract ideas within texts.

Assessment

- Assess pupils' language, comprehension, composition and communication, alongside transcription and spelling where these are relevant to the intended learning.
- Distinguish between difficulties with language formulation, transcription and the underlying writing skill.
- Use oral responses, discussion, story retelling, practical demonstration and written work to build a rounded picture of pupils' understanding.
- Use assessment to identify the next stage of language and writing development and the scaffolds required to achieve it.

Developing independence and confidence

- Provide scaffolds that enable pupils to participate successfully while avoiding unnecessary adult dependency.
- Gradually reduce prompts, sentence stems, visual supports and adult modelling as pupils become more confident.
 - Encourage pupils to make their own vocabulary and authorial choices.
- Celebrate ideas, language, creativity and communication, rather than focusing solely on spelling, handwriting or presentation.

Our principle

Every pupil can be a communicator and a writer. SEND adaptations should remove barriers to language and writing while maintaining high expectations for vocabulary, comprehension, oral language, composition and independence.