

Supporting pupils with Dyspraxia

- Use peer buddies to model tasks.
- Task slice – start with the end goal and work out what steps are needed to achieve it. Develop a personalised individual timeline to detail the steps and provide support and structure.
- Offer a range of writing tools and grip supports. Allow your pupil to test them all to find the one that they like the best and is the most comfortable for them.
- Don't forget to explore and if needed modify other tools that are regularly used at school such as scissors, cutlery and rulers.
- Offer use of a wedge cushion and writing slope to aid the development of perfect posture for writing.
- Incorporate physical activity into classroom routines, such as a hand workout before a handwriting session and a five minute wake and shake activity for all children at the start of the day and after lunch. Planned, natural movement opportunities such as giving out books/resources will help.
- Have a fine motor table or activity box available for all pupils to access.
- Allow additional time for completing activities and build in respite time to avoid fatigue.
- Consider alternative means to writing as a form of communication.
- It's often beneficial to place students with dyspraxia at the front of the room sat 'face on' to the teacher so they have an easier view of the board. This also limits the need for turning/twisting.
- Support personal organisation with photo checklists detailing what equipment is required for particular lessons on particular days in school.
- Offer multi-sensory learning opportunities to reinforce handwriting.
- Rehearse sequencing skills.
- Use task timelines to support activities linked to daily living such as changing for PE. This will support sequencing.
- Work on developing core strength. This will support the pupil in adopting and maintaining an appropriate posture for table top activities.

