Kings Meadow Primary School
SEND / EAL Provision
(Reading)

We offer a broad, balanced, fully sequenced and aspirational curriculum delivered via Quality First Teaching for all pupils including those with SEND/EAL. The way we adapt the curriculum for children with SEND differs for every child depending on their emerging needs.

Cognition & Learning	Communication & Interaction	EAL
Ensure key vocabulary is visible around the classroom. Whenever possible relate to real life experiences Provide opportunities for cross curricular experiences (Cross curricular texts) Provide opportunities for children to plan, monitor and evaluate their own learning. Learning aids could include: alphabet strips, phoneme mats, key word mats etc. Ensure key learning is reviewed at start and end of every session. Encourage jottings and note making to support learning. Teaching approaches that promote successful outcomes for all such as whole class Guided Reading – Reading Rocketeers.	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. Allow children the opportunity to talk through their responses. Consider use of talk partners to support. Use of word walls/working walls to reinforce and revisit key vocabulary. Emphasise key vocabulary throughout session. Ensure enough time given for each part of the instruction to be completed before next chunk is given. Use TAs effectively to help explain language and support with understanding of questions. Use of individual workstations if required. Provide opportunities to work independently throughout session. Use of drama to explore characters and scenarios.	Pre-teach vocabulary by providing pupils with key vocabulary before each topic begins. Provide visual support cues, such as labelled flashcards and word mats. TA or T to work with pupils to scaffold to generate ideas. Modelling. Translation of key vocabulary into native language (as a home task, or completed beforehand). Encourage precise use of mathematical language and provide lots of opportunities to reason and explain using visual prompts where necessary. Relate learning to real life experiences.
SEMH	**Sensory – Visual**	**Sensory – Hearing**
Ensure children with SEMH needs are included in trips and clubs with appropriate support and/or adjustments. Be mindful of any trigger points for specific children and how this may impact upon their learning.	Use buff or coloured paper for resources if appropriate Use appropriate font sizing Use verbal explanations when modelling/ explaining to the class, reading aloud when writing on the board	Use visual props to support language development, and concrete objects for vocabulary development Subtitles should be switched on when showing a video.

Sensory/ movement breaks when needed Consistent and clear expectations of behaviour for learning Well organised classroom and resources Careful consideration of seating, partners and groupings. Use pupils' interests where possible to promote interest. Keep instructions positive, clear and present in a calm manner.	Careful considerations for seating. Eliminate unnecessary copying from the board. Intersperse spells of visual activity with less demanding tasks.	Check for understanding to avoid misconceptions. Careful considerations for seating. Divide listening time into small chunks. Allow ample thinking and talking time. Explain any new words or technical terms, writing these words on the whiteboard Encourage other pupils to speak clearly, one at a time and to raise their hand before speaking so that the student knows who is talking.

Motor Skills
Consider alternative methods of recording. Use of technology to support learning. Offer a variety of writing tools and writing support materials. Set achievable outcomes for recorded work in lessons. Give instructions in short chunks, checking back understanding of tasks with pupils. Use of Handwriting specialist grips where needed. With advice from specialists, uses of putty to strengthen hand and finger muscles and increase dexterity for fine motor skills.