Kings Meadow Primary School
SEND / EAL Provision
(Phonics)

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/phonemes are visible around the classroom/learning space. Whenever possible relate to real life experiences Provide opportunities for cross curricular experiences (Cross curricular texts/Ditty books) Provide opportunities for children to plan, monitor and evaluate their own learning. Learning aids could include: alphabet strips, phoneme mats, sound charts etc.	Multi-sensory approach to support spoken language, such as physical and visual props, Fred frog 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 phonemes. 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 group and support effective teaching and learning of phonics. Provide opportunities to work independently and in pairs throughout session.	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**
Sensory/ movement breaks when needed Consistent and clear expectations of behaviour for learning Well organised classroom/learning area and resources	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 Careful considerations for seating.	Use visual props to support phonic development, and concrete objects for vocabulary development Check for understanding to avoid misconceptions. Careful considerations for seating. Divide listening time into small chunks. Allow ample thinking and talking time.

Careful consideration of seating, partners and groupings. Keep instructions positive, clear and present in a calm manner.	Intersperse spells of visual activity with less demanding tasks.	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.