Kings Meadow Primary School
SEND / EAL Provision
HISTORY

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
Pre-teach vocabulary, key skills and ideas. Ensure key vocabulary is visible around the classroom. Concrete resources to support learning. Leave resources accessible in classroom for overlearning to occur independently. Repetition and revisiting of taught concepts to ensure sticky knowledge. Mini quizzes/ fact recall etc. Make it visual – use of pictures, diagrams, photographs etc. Provide opportunities for cross curricular experiences (e.g. Maths/maps – position and direction, grid references)	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. Lots of opportunities for talking partners and real artefacts to encourage 'awe' and 'wonder' responses	Pre-teach vocabulary. Provide vocabulary lists related to each topic. Visual support and word mats. Scaffolding to generate ideas. Modelling. Translation of key vocabulary into native language.
SEMH	**Sensory – Visual**	**Sensory – Hearing**
Ensure children with SEMH needs are included in trips with appropriate support and/or adjustments. Be mindful of any trigger points for specific children and how this may impact upon their learning.	Enlarge historical evidence and work, ensuring quality of original document is not compromised. Print resources on buff or coloured paper. Magnifying glasses. Use real artefacts wherever possible Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.	Use lots of visual and concrete resources to explain key concepts. Appropriate risk assessments to be carried out before fieldwork. Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions.
Motor Skills		
Consider alternative methods of recording. Use of technology to support learning.		