



Kings Meadow Primary School

SEND / EAL Provision

(Maths)

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
Repetition and revisiting of taught concepts to ensure sticky knowledge. E.g morning 4 a day. Ensure key vocabulary is explained clearly and is visible. Provide opportunities for cross curricular experiences (e.g. Science – data collection and presentation, measuring, comparing) Concrete resources to support learning. Learning aids could include: times table squares, hundred squares, numicon, cubes, place value counters, base 10. Encourage jottings to support reasoning Pre-teach vocabulary, key skills and ideas. Use repetition and multiple examples to reinforce concepts and support memory retention. Provide extra time for tasks and assessments to allow students with cognition and learning difficulties to process and complete tasks at their own pace	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. 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. Ensure enough time given for each part of the instruction to be completed before next chunk is given. Use visual aids such as pictures diagrams and videos.	Pre-teach vocabulary by providing pupils with key vocabulary before lesson. Provide visual support cues, such as labelled flashcards and word mats. Translation of key vocabulary into native language (as a home task, or completed beforehand). Relate tasks to real life experiences. Encourage precise use of mathematical language and provide lots of opportunities to reason and explain using visual prompts where necessary.
SEMH	Sensory – Visual	Sensory – Hearing
Use pupils' interests where possible to promote interest.	Use buff or coloured paper for resources if appropriate Use appropriate font sizing	Check for understanding to avoid misconceptions.

Keep instructions positive, clear and present in a calm manner Careful consideration of seating, partners and groupings. Consistent and clear expectations of behaviour for learning Well organised classroom and resources Adapt activities to give real life examples where possible. Allow for short breaks if child needs to refocus. Be mindful of any trigger points for specific children and how this may impact upon their learning	Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Use simple and clear visuals that are easy to understand.	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/working wall. 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. Subtitles should be switched on when showing a video. Use visual props to support language development, and concrete objects for vocabulary development
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Motor Skills

Give instructions in short chunks, checking back understanding of tasks with pupils.

Offer a variety of writing tools and writing support materials such as pencil grips.

Consider alternative methods of recording.

Use of technology

Provide assistance with cutting/drawing activities.