



## Kings Meadow Primary School

### SEND / EAL Provision

#### (Subject Area)

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                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pre teach vocabulary, key skills and ideas.</p> <p>Ensure key vocabulary is visible around the classroom.</p> <p>Display an age appropriate 'aide memoire' to remind pupils of musical language that has been learnt during a lesson and can be built up over time.</p> <p>Use age appropriate visual prompts for songs.</p> <p>Repetition and revisiting of taught concepts to ensure sticky knowledge.</p> <p>Make it visual – use of pictures, diagrams, photographs etc.</p> <p>Lesson objectives are made clear in pictures/symbols/writing.</p> <p>Objectives challenging yet achievable to enable all pupils to achieve success.</p> <p>Create a music making environment for learning where pupils feel it is good to explore, experiment and 'make mistakes'.</p> <p>Lots of repetition through rhythm games etc build in to reduce reliance on memory.</p> <p>Teaching songs by rote to support memory development and remove the need for written text.</p> <p>Include a number of different activities in the music lesson such as singing, moving, playing instruments and composing.</p> | <p>Pupils given time, where appropriate, to discuss answers in pairs before being asked to give a verbal response.</p> <p>Pupils with communication impairments given time to think about questions before being required to respond.</p> <p>Additional adults prepare children to contribute to feedback sessions.</p> <p>Encourage children to use different forms of communication, such as gesture, to compensate for difficulties when singing or speaking.</p> <p>Use modelling, demonstration and imitation to help pupils understand musical concepts. This can be done without the use of verbal instruction e.g., by using pictorial representations of compositions.</p> | <p>Pre-teach vocabulary.</p> <p>Provide vocabulary lists related to each topic.</p> <p>Use of visual support, word mats and pictorial representations.</p> <p>Scaffolding to generate ideas.</p> <p>Modelling, demonstration and imitation to help imbed learning.</p> <p>Translation of key vocabulary into native language.</p> |

| SEMH                                                                                                                                                                                                                                  | Sensory – Visual                                                                                                                                                                                                                            | Sensory – Hearing                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Be mindful of any trigger points for specific children and how this may impact upon their learning.</p> <p>Incorporate changes in activities, working with selected children or rest breaks for identified children with SEMH.</p> | <p>Interactive whiteboards are non-reflective to reduce glare.</p> <p>Print resources on buff or coloured paper.</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p> | <p>Ensure that background noise and reverberation is reduced.</p> <p>Pupils to use hearing aid where necessary.</p> <p>Video presentations have subtitles for hearing impaired pupils.</p> <p>Check for understanding to avoid misconceptions.</p> |
| Motor Skills                                                                                                                                                                                                                          |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                    |
| <p>Provide access to adaptive instruments or ICT to overcome difficulties with mobility or manipulative skills.</p> <p>Resources are labelled clearly to encourage independent use.</p>                                               |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                    |