Kings Meadow Primary School
SEND / EAL Provision
(RSE)

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, concepts and/or processes, where appropriate. Make it visual – use of pictures, diagrams, photographs etc. Keep it short – give children a choice for the choice of two. Break learning down into small manageable chunk to ensure understanding. Seek advice from other professions when needed.	Where applicable, use role play or modelling – for children with ASD use 'real' problem alternatives. Where children may struggle with role play offer where possible a virtual scenario that still enables them to make a choice. Allow children the opportunity to talk through their responses. Lots of opportunities for talking partners.	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.	Print resources on buff or coloured paper. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.	Where videos are used ensure subtitles are switched on. Check for understanding to avoid misconceptions.
Motor Skills		
Other methods of recoding are to be considered.		

Please also refer to the SEND and EAL adaptions in PSHE.