

SEND/EAL Provision



Subject - English

These strategies could be implemented to ensure pupils identified as having SEND could access the English curriculum.

Cognition & Learning	Communication & Interaction	EAL
Present new material in small steps. Ensure key vocabulary is visible around the classroom. Summarise sequences of events through mind maps, role-play, drama etc. Leave resources accessible in classroom for overlearning to occur independently. Allocate time for pupils to gather appropriate literacy resources such as dictionaries, spelling cards, etc. Avoid the need for copying lots of information e.g. print off slides if containing key information. Provide models and worked examples. When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama. Highlight key words for the main message of the text. Provide opportunities for cross curricular experiences	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. In guided reading/writing, place pupils who need most support opposite the teacher so they can hear and see teacher prompts clearly. Check for understanding to avoid misconceptions. Use paired talk before and during activities such as shared reading/ writing. Allow children the opportunity to talk through their responses before writing/ committing to paper. In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character.	Pre-teach vocabulary. Provide vocabulary lists related to each topic. Highlight key words for the main message of the text. Visual support and word mats. Scaffolding to generate ideas. Provide models and worked examples. Summarise sequences of events through mind maps, role-play, drama etc. Translation of key vocabulary into native language (where appropriate).
SEMH	Sensory – Visual	Sensory – Hearing
Be mindful of any trigger points for specific children and how this may impact upon their learning.	Print resources on buff or coloured paper. When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama. Avoid the need for copying lots of information e.g. print off slides if containing key information. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.	Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing. Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions.
Motor Skills		
Consider alternative methods of recording. Make available a range of accessible materials including, for example chunky pencils, pencil grips, individual whiteboards. Use of technology to support learning.		