



## SEND / EAL Provision: English

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

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