



SEND Provision Modern Foreign Languages

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in MFL.

The Four Broad Areas of Need

Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

Communication and Interaction

With regard to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

SEMH

Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways. We recognise that all behaviour is a form of communication. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or other concerning behaviour.

Physical and Sensory Needs

Referring to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<ul style="list-style-type: none"> • Ensure that children know the language/vocab being taught in English prior to the introduction of a second language. • Pre-teach any key vocab to ensure a secure understanding. • Be aware that children with slow language processing skills will need even more time to verbalise in another language. 	<ul style="list-style-type: none"> • Use of knowledge organisers, pictorial, real objects and representations with Spanish and English versions. • Embed vocabulary through chats, songs rhymes and other ways that will support recall. • Use visuals to represent masculine and feminine verbs in Spanish

<ul style="list-style-type: none"> • Give additional thinking time • Oral rehearsal time with a peer or trusted adult before asked to say it aloud. • Be aware receptive language skills may be better than spoken language skills. Do not assume that because they cannot say it that they do not understand - offer alternative ways to show knowledge (pictures etc.) • Model mistakes with language and ask children to identify. Foster learning in a culture of having a go/growth mindset. 	<ul style="list-style-type: none"> • Avoid the need for copying lots of information from the board. • Use sentence strips, coloured sentences etc to enable physical moving around of words. • Recording using alternative methods.
<p><u>Social, Emotional and Mental Health</u></p>	<p><u>Physical and/or Sensory</u></p>
<ul style="list-style-type: none"> • Foster an environment in which mistakes become learning points. Encourage a 'have a go' ethos. • Allow child to orally rehearse sentences to themselves or use a talking tin/voice recording device. • Visual representations of feeling overwhelmed. • Time out/breaks from the activity to calm down/reset. • Use of fidget aids, wobble cushions to aid concentration. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. 	<ul style="list-style-type: none"> • Ensure child is sitting near the front of the class and can see you as well as hear you. • Support language with gesture, signing and visuals to aid understanding. • Think about classroom acoustics and background noise. • Be aware of individual needs - children who may be uncomfortable in loud environments etc. • Practical role play may cause challenges for some children - shaking hands and saying 'Hola' if child does not like touch etc.