

SEND provision in MFL



Hunningley Primary Academy

The best in everyone™

Part of United Learning

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/ written work • Poor memory and recall skills • Recording written assessments or feedback to listening/ appraising activities. • Poor sequencing skills • Understanding Spanish 	<ul style="list-style-type: none"> • using visual aids to support pupils in understanding words and phrases (use off Knowledge Organiser) • Use word banks which include pictures. • Check the media to make sure it does not create barriers for learners, eg font size/type, background colour, weight of books for pupils with physical difficulties. • Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, e.g. by changing the font, background colours, etc. • Use of ICT to reduce the need for pupils to rely on their short- or long-term memories. • New learning fits into the framework of what the pupil already knows. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions • Smart grouping: pairing with a more able reader/writer. • Build in lots of repetition. • when writing up nouns in a language where the article changes according to 	<ul style="list-style-type: none"> • Using their voice expressively • Understanding and using new topic vocabulary • Lower than expected levels of expressive vocabulary – 'they can't find the words' • Following instructions and sequences 	<ul style="list-style-type: none"> • Use different forms of communication – such as gesture – to compensate for difficulties when speaking • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Limit vocabulary to that which is necessary to ensure progress. • Children are allowed time to discuss the answers to questions with peers • Children with communication impairments are given time to think about questions before being required to respond

	<p>gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red. In Spanish where the noun changes, use red for el and green for la to identify the male and female</p> <ul style="list-style-type: none"> • Provide opportunities for pupils to join in all together before being invited to speak individually. • Social stories 		
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> • Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system. • Interactive whiteboards are non-reflective to reduce glare • Videos with overstimulating or challenging themes • Poor motor control • Hearing impairment • Visual impairment • Overly sensitive to sound/ noise 	<ul style="list-style-type: none"> • background noise and reverberation are reduced • sound field system is used, if appropriate • glare is reduced • there is enough light for written work • teacher's face can be seen – avoid standing in front of light sources, eg windows • pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress • Use of subtitles where necessary 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • Unable to relate to the different emotions being spoken about. 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually • Pre teaching and discussing the responses to the questions that will be asked. • Clear rules and expectations, consistent boundaries, rewards and sanctions

