



Supporting SEND learners across the Curriculum

Focus area: MFL

Curriculum considerations for children across all areas of SEN in MFL

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
 - Recognise and celebrate where this is an area of interest/talent for children with SEN.
 - Many of our children may already have a second or third language.

Additional enhancements

Key Learning Challenges:
Understanding topic specific vocabulary
Understanding the task
Lots of information, not always visual.
Recording their ideas and knowledge.

Communication and Interaction

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Pre teaching new vocabulary prior to lessons.
- Sending home key vocabulary on word mats prior to learning.
- Knowledge organisers are visual.
- Lots of opportunities to review vocabulary and knowledge from prior lessons.
- Visuals are used with the lessons.
- Scaffolding speaking, using sentence starters/speaking frames.
- Reinforce words and phrase with visual aids – real objects, puppets, video, picture flashcards.
- Writing up nouns in languages where the article changes according to gender different colours.

Key Learning Challenges:
Understanding vocabulary
Transferring their ideas to paper
Large amount of information with vocabulary they may not be used to.
Remembering prior learning.
Maths barriers -coordinates, scaling, reading maps

Learning and Cognition

- Pre reading of any texts used
- Coloured paper/ dyslexia friendly texts
- Removal of barriers to writing such as matching activity, missing words, sticking activities, scribing, diagrams instead of writing, grids for recording.
- Use of alternatives to record learning – photos, laptop, video, voice recording, scribing, mindmaps.
- Knowledge organisers content is simplified and visual.
- Reinforce words and phrase with visual aids – real objects, puppets, video, picture flashcards. vocab mats.
- Use role play, artefacts, drama, songs, stories to learn.
- Creating word banks pf adjectives/nouns with photos.

Key Learning Challenges:
Likely to have gaps due to missed learning.
Difficulties around concentration/task completion.
May not see relevance of history to them now.

Social, emotional and mental health

- Using task planner/task chunking.
- Time framing and use of timers.
- Check ins
- Checking understanding/ small group/individual modelling
- Mind maps showing links to previous learning.
- Lots of opportunities for recall and gap filling.

Key Learning Challenges
Being able to read the text/questions/board.
Being able to hear the teaching/instructions

Physical and Sensory

- Enlarged texts
- Use of coloured paper/overlays
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Alternations to texts (as advised by vision service).
- Texts on the Ipad/Chromebook
- Pre reading of texts and vocabulary.
- Angled writing boards and equipment such as pencil grips
