

SEND in my subject area- Modern Foreign Languages (MfL)

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Age appropriate content for all children in the class.	Language key words displayed which uses images to support understanding. Appropriate use of subject materials such as video's, songs used to enhance understanding of different languages and cultures.	Children may struggle to communicate and say new words in the chosen language.	Visual cues Visual words/ phrases Minimise background noise Child to face T to support lip reading Write new vocabulary down – individual vocab/phrase books are used. Dual coding. Paired and group tasks. French monitors to support when needed. Use of phonic skills such as Segmenting and Blending to support pronunciation.
Gaps in knowledge and understanding (Covid19)	Our MfL curriculum ensures previous terms learning objectives are revisited in language lessons.		
Accessing learning due to poor literacy skills.	Resources provide shorter/less complex sentences. Writing frames are used. Dual coding on display/resources.	Language difficulties may make children unable to access learning a new language.	Lots of reinforcement. Lots of repetition. Scaffold observational skills through careful questioning. Use of simple instructions. Step by step instructions. Careful and appropriate modelling to support understanding. Visual aids and dual coding. Videos of examples and practice at an age appropriate level in the new language – using Twinkl videos to support.
Children may struggle to remember information/facts/previous learning.	Lots of retrieval opportunities and reinforcement. Clear differentiation. Apply new vocab into lots of different contexts – pre teaching vocab. Knowledge Organisers available to practise retrieval.		

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with visual impairment may find it difficult to see images and words in the target language</p> <p>Recording of speaking in the new language may be difficult.</p> <p>Children with fine motor difficulties may find it difficult write in the new language.</p> <p>Children who might not be able to touch or handle equipment needed to access a languages lesson.</p>	<p>Ensure images are enlarged and accessible</p> <p>Ensure children are close to whiteboard/ sources. Use of non-reflective paper/photos/sources.</p> <p>Provide additional ways to record info (video/ICT etc.). Paired work and small group tasks.</p> <p>Working in groups to support. Double holed scissors. Pencil grips and tripod pencils. Use of ICT to support access.</p>	<p>Children may struggle to show understanding/tolerance of other cultures/ways of speaking.</p> <p>Children may become frustrated/withdraw/ aggressive in language lessons.</p>	<p>Use of stories. Regular sessions. Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups.</p> <p>Children provided with a role which may not involve active participation e.g. recording, listening for good pronunciation etc Use of ICT to support access to language lesson. Providing appropriate resources so that children can access the lesson e.g. fiddle toy or sensory jump bean sets to help with focus.</p>

Non Negotiables that need to be in place in all lessons/classrooms when teaching MfL.

1. Adaptive teaching approaches including scaffolded resources and individual vocab/phrase books.
2. Dual coded displays and table resources.
3. Multiple ways of presenting work that isn't just written or spoken.