

## SEND in: Languages (MfL)

| Cognition and Learning                                                                               |                                                                                                                                                                | Communication and Interaction                                                       |                                                                                                                                                                                                                                                                                                                                                                                       |
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| 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.<br>Appropriate use of subject materials such as videos, 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<br>Visual words/ phrases<br>Minimise background noise<br>Child to face T to support lip reading<br>Write new vocabulary down<br>Language Buddies<br>Use of phonic skills such as segmenting and blending to support pronunciation                                                                                                                                         |
| Accessing learning due to poor literacy skills                                                       | Use of shorter/less complex sentences in resources given<br>Writing frames where possible                                                                      |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                       |
| Children may struggle to remember information/facts/previous learning                                | Lots of retrieval opportunities and reinforcement<br>Clear differentiation<br>Apply new vocab into lots of different contexts – pre teaching vocab             | Language difficulties may make chn unable to access learning a new language         | Lots of reinforcement<br>Lots of repetition<br>Scaffold observational skills through careful questioning<br>Use of simple instructions<br>Step by step instructions<br>Careful and appropriate modelling to support understanding<br>Visual aids and dual coding<br>Videos of examples and practice at an age appropriate level in the new language – using YouTube videos to support |
| Physical and sensory                                                                                 |                                                                                                                                                                | Social Emotional and Mental Health                                                  |                                                                                                                                                                                                                                                                                                                                                                                       |
| Subject Challenges for SEND                                                                          | Provision for SEND                                                                                                                                             | Subject Challenges for SEND                                                         | Provision for SEND                                                                                                                                                                                                                                                                                                                                                                    |
| Children with visual impairment may find it difficult to see images and words in the target language | Ensure images are enlarged and accessible<br>Ensure chn are close to whiteboard/sources<br>Use of non-reflective paper/photos/sources                          | Chn may struggle to show understanding/tolerance of other cultures/ways of speaking | Use of stories<br>Regular sessions<br>Feeling cards to support understanding of emotions.                                                                                                                                                                                                                                                                                             |

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| <p>Recording of speaking in the new may be difficult</p> <p>Children with fine motor difficulties may find it difficult write in the new language</p> | <p>Provide additional ways to record info(video/ICT etc)<br/>Buddy system</p> <p>Working in groups to support<br/>Pencil grips and tripod pencils<br/>Use of ICT to support access</p> | <p>Chn may become frustrated/withdraw/aggressive in language lessons</p> | <p>Talking to children on 1-1 basis rather than a large group.<br/>Opportunities to work in smaller groups</p> <p>Children provided with a role which may not involve active participation eg recording, listening for good pronunciation etc<br/>Use of ICT to support access to language lesson<br/>Providing appropriate resources so that children can access the lesson eg fiddle toy or sensory jump bean sets to help with focus</p> |
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## Non Negotiables that need to be in place in all lessons/classrooms when teaching Languages.

1. Adaptive teaching approaches including scaffolded resources
2. Displays and table resources
3. Multiple ways of presenting work that isn't just written or spoken