

SEND PROVISION IN MFL

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 French 	<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, e.g. 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 	<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>according to gender, use different colours – so, for example, in French write <i>le vendeur</i> in green and <i>la vendeuse</i> in red</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