

SEND Adaptations for MFL

“The study of history fires pupil’s curiosity and imagination through the exploration of civilisations and people from the past.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> ● Use of first-hand practical activities to explore and spark interest through primary sources such as artefacts/newspapers/photographs etc. ● Use of secondary sources to support understanding of content such as books, photos, videos, simulations or animations. ● Use of word banks (and picture cards where necessary) to support understanding and learning of vocabulary. Keep referring back to the vocabulary. ● Use of alternative ways of recording for writing. ● Over learning to support understanding including topic related vocabulary. ● Use of small groups to scaffold SEND children where needed. ● Recall vocabulary as a warmup to start a lesson to help recall previous learning, practicing Spanish and English words. ● Adapted sheets (via the scheme) to support all children to achieve the lesson objective. 	<ul style="list-style-type: none"> ● Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. ● Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. ● Pre-expose children with language and pronunciation. ● Plan movement breaks and classroom jobs to allow children to move within a lesson. ● Visual words/cues/phrases, pictures. ● Repetition and reinforcement, visually, orally and audibly. ● Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer. ● Simple, step by step instructions verbally and then in a prompt sheet. ● Use of appropriate modelling to support understanding. ● Pictures may be used to correspond with vocabulary used (dual-coding). 	<ul style="list-style-type: none"> ● Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. ● Ensure that instructions are clear and tasks are broken down to be achievable. ● Children can be given a role within a group which does not involve them being highly active or speaking out to avoid overstimulation. ● Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. ● Using IT to support where necessary for whole class learning. ● Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. ● Use of positive language to encourage good choice and higher self-esteem. ● Teaching with empathy and understanding of the child’s needs. 	<ul style="list-style-type: none"> ● Ensure all images are large enough and accessible. ● Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. ● Use of an iPad to support children with a visual impairment where screen sharing can occur. ● Additional ways of recording, i.e. videos, verbal commentary. ● Working within mixed ability groups to support. ● Pencil grips, tripod pencils, left-handed pens etc to support. ● Use of scribe or alternative activity (e.g. cutting and sticking) instead of a writing-based activity.

<ul style="list-style-type: none">• Prioritise listening and oral repetition over reading and writing, especially for dyslexic learners.• Limit vocabulary learnt per lesson to essential words to avoid cognitive overload.	<ul style="list-style-type: none">• Modelling of pronunciation to support, alongside audio within the scheme mouth movement can be seen.• Pair children with a support peer for speaking rather than a larger group.	<ul style="list-style-type: none">• Allow movement breaks within the classroom for example giving out equipment or books etc.• Allow sensory/brain breaks as a break from learning. Think about cognitive overload and the child's ability to cope with this.• Regular check-ins for understanding and opportunity for using language one-to-one.	
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