

Alverton Primary School

Supporting Pupils with SEND in MFL

- Our curriculum design ensures that highly generative/enabling previously learnt knowledge is identified and sequenced through our curriculum.
- Lessons are structured to support SEND pupils by revisiting, reinforcing & building on identified previously identified knowledge.
- Pre-teaching of MFL skills such as speaking, listening, reading, writing and grammar and vocabulary included for pupils with SEND as appropriate.
- Use of iPads to support teaching and learning e.g. Showbie in KS2. Advantage Project in Y5/6. Children are also able to access the slides that are being taught during the lesson, on their iPads. The use of technology improves accessibility for SEND pupils in a variety of ways. For example by: providing audiobooks or read-aloud technology for students who struggle with reading; allowing students to use speech-to-text software to complete written assignments, utilising apps that support visual learning through images and videos.
- Teaching & learning are enriched by the use of multi sensory experiences - e.g. use of different concrete resources, drawing, role play, songs, rhymes, stories, puppets, pictures and videos.
- Our curriculum prioritises use of high quality texts - including fiction - which can help promote empathy, understanding and judgement for children with cognition difficulties.
- Our CPD in MFL includes a strong focus on how to support pupils with SEND.
- All our pupils with SEND have their own 'Two Page Profile' highlighting further subject specific adaptations to support learning of individual pupils. Examples of possible individual adaptations for each area of need are given below

MFL: POSSIBLE SUBJECT SPECIFIC ADAPTIONS ACROSS 4 AREAS OF NEED:

1. Communication and Interaction

Speech & Language/Communication

- Use alternative forms of communication - drawing, role play, songs, rhymes, stories, puppets, pictures, videos, flashcards, gestures.
- Ensure background noise is reduced and SEN children are clearly able to see and hear the teacher.

ASD

- Use stories to promote empathy and understanding - relate to their understanding of themselves.
- Pre-teach abstract concepts, vocabulary and any other skills.

2. Cognition and Learning

MLD/SMLD/PMLD

- Use auditory strategies - e.g. convert text to sound so children can listen to text. Using the language angels scheme, children have the option to listen to the spoken language on each of the slides.
- Use pictures and symbols as representations of information.
- Use writing frames/sentence starters.
- Use ICT/devices to promote collaboration, allow access to work, produce outcomes. P

Dyslexia

- Summarise ideas in pictures - use visuals to support the concept that is being taught. show change & comparisons e.g. present information in tables, graphs, storyboards, through role-play
- Convert text to an auditory form

- Consider alternatives to writing as outcomes (cut and stick, speaking and listening)

Dyspraxia

- Provision of space/special equipment
- Pre/part-preparation of language angels slides, worksheets
- Adapt equipment/expectations for when motor-skills are needed

Dyscalculia

- Adapt stories, conversations - support to check understanding

3. SEMHD

Trauma

- Pre-teach concepts
- Use small groups and assign particular roles
- Use initial stimuli (hook) to engage in the activity

ADHD

Strategies apply to all areas of learning ...

- Employ practical tasks where possible
- Chunk tasks - use pictorial support
- Allow children to work alone (they may find group work more challenging)

Anxiety

Strategies apply to all areas of learning ...

- build trusting relationships

Tourette's

Strategies apply to all learning ...

- Be aware of tics. Don't draw attention to them.

4. Sensory and / or Physical Needs

Hearing/multi-sensory impairment

- Alternative methods of recording their learning
- Use concrete resources to reinforce learning
- Pre-teach vocabulary
- Use multiple modes of presentation of information

Visual/multi sensory impairment

- Multi sensory learning experiences
- Magnification technologies
- Audio-description
- Use of drama/role-play

Physical disability

- Adaptions made according to the specific needs of the pupil.

Toileting

- General adaptions according to the child's individual needs.