**SEND in my subject area - Languages (MfL)**

**What is in place in your subject area for teaching that subject to children with SEND?**

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| **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 dual coding 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
* Dual coding
* Language Buddies
* Use of phonic skills such as Segmenting and Blending to support pronunciation.
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| * Accessing learning due to poor literacy skills
 | * Use of shorter/less complex sentences in resources given
* Writing frames where possible
* Dual coding on display
 | * Language difficulties may make chn unable to access learning a new language
 | * Overlearning and repetition
* ‘I say, you say’ mantra embedded.
* Scaffold observational skills through careful questioning
* Step by step, simple 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 YouTube/Language Angels videos to support
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| * Children may struggle to remember information/facts/previous learning
 | * Retrieval opportunities and reinforcement
* Overlearning
* Clear adaptation
* Apply new vocab into lots of different contexts – pre teaching vocab
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| **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
* Ensure chn are close to whiteboard/ sources
* Use of non-reflective paper/photos/sources
 | * Chn may struggle to show understanding/tolerance of other cultures/ways of speaking
 | * Use of stories
* Regular sessions
* Feeling cards to support understanding of emotions.
* Talking to children on 1-1 basis rather than a large group.
* Opportunity to work in smaller groups
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| * Recording of speaking in the new may be difficult
 | * Provide additional ways to record info (video/ICT etc)
* Buddy system
 | * Chn may become frustrated/withdraw/ aggressive in language lessons
 | * Chn provided with a role which may not involve active participation e.g. recording, listening for good pronunciation
* Use of ICT to support access
* Providing appropriate resources so that chin can access the lesson e.g. fiddle toy or sensory jump bean sets to help with focus
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| * Children with fine motor difficulties may find it difficult write in the new language
* Children who might not be able to touch or handle equipment needed to access a languages lesson
 | * Working in groups to support
* Double holed scissors
* Pencil grips and tripod pencils
* Use of ICT to support access
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