**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. |
| * 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 |
| * 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 |
| * 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 |
| * 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 |  |  |