Our Rationale for SEND pupils within Modern Foreign Languages

Introducing a language to pupils with SEN and/or disability can be an opportunity to introduce a subject in which pupils have the same starting point as their peers.

It gives pupils opportunities to:

- Respond to aspects of cultural awareness through sensory investigation.
- Respond to songs, rhymes and greetings in a foreign language.
- Be aware of similarities and differences in peoples, countries and cultures.
- Make connections in their learning with other curriculum subjects and
- Lay the foundations for lifelong language learning.

How do we support pupils with SEND across the curriculum and particularly within Modern Foreign Languages?

Maintaining an inclusive curriculum learning environment	Modern Foreign Languages adaptations:
Sound and Light: - Background noise is limited for all pupils including pupils with Hearing Impairment. - Screen glare is reduced from the interactive boards. - The teacher's face can be seen and is visible for all. - Pupils have access to hearing and low vision aids.	- Good acoustics are important for language learning to ensure that all sounds, words, phrases can be heard correctly. - Where possible, all videos and apps have subtitles or written elements for pupils with hearing impairments to be able to access in conjunction with adult support.
Seating: - All pupils can see and hear clearly. - Seating positions are taken into consideration for children with a disability. - Seating allows for peer support or adult support.	- Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access. - Pupils are seated close to teacher/teaching assistant to ensure that they have access to additional support.

• Seating allows room for pupils with mobility issues. • Furniture is suitable. Adjustable height tables are used where appropriate; sloping boards utilised.	• Seating in the class allows all pupils to communicate, respond and interact with each other and the teacher in discussions.
Resources: • Storage systems are predictable for SEND pupils. • Areas of the classroom are labelled to encourage independent use, e.g. using images, colour coding, large print, symbols. • The classroom has a range of accessible materials including: • Chunky pencils • Different coloured crayons. • Individual whiteboards. • Different types of pens for writing in different contexts. • Pencil grips for pupils who need them. • Access to iPad/laptops • Use of additional mice for pupils with mobility issues when using the laptop. • Ensure that font size/type is in line with school policy. • Background colours of the whiteboard is considered for pupils with dyslexia. • Reading material is varied and encourages pupils to access. • Table top resources to support independence including: word banks, visual cues, dictionaries,	• Ensure that pupils have access to IPad for translation. • Pupils can access visual cues to support language learning through table top resources and displays. • Use of flashcards as visual reminders. • Language dictionaries. • Talk tins to rehearse words/phrases/sentences. • Language specific books are within the classroom to enrich pupils' language learning.
Displays: • Displays are: • Accessible, within reach, visual and tactile where appropriate. • Pupil led.	• Language displays are evident within classrooms and are appropriate to the current stage of learning. • Language vocabulary is visible around school to enrich pupil learning and to immerse pupils in languages.

• Informative and displays current learning. • Engaging for pupils. • Demonstrates the process of pupil learning. • Vocabulary rich. • Demonstrates key questioning.	• Language displays are visual and offer pupils an opportunity to overlearn vocabulary.
Multi-sensory approaches: • Teaching takes into account pupils' different learning styles. Visual, auditory and kinaesthetic approaches are used such as supporting teacher talk with visual aids. • Alternatives to written recording is offered e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording. • Visual timetables are used to support pupil organisations and security. • Visual picture cues are used to support routines. • Shared signals are developed between pupils and staff to establish security when there is uncertainty. • Now/Next cues are used to support pupil retention. • Practical equipment is used to secure pupil understanding prior to moving onto abstract concepts. •	• Reinforce new words/phrases with visual aids e.g. flash cards, word mats, gestures, puppets. • Real-life opportunities to rehearse language learning. • Opportunities for interactive activities e.g. role play to develop language learning between peers; games such as Take 10. • Opportunities to use music as a stimulus for learning. • Use of film, interactive computer material to engage pupils. • Use of high-quality artefacts to engage pupils and generate key questions. •
ICT: • Accessibility features are used to include pupils with SEND as appropriate: • Pupils have access to typing programmes to develop their key skills and touch typing e.g. Nessy. • Pupils can access voice-recognition software e.g. Word dictate or Dragon Dictate to support recording.	ICT in language learning allows pupils to: • Use voice recording to rehearse words, phrases, sentences. • Use visual images to present their language learning. • Respond to spoken and written language in different ways. • Research the country.

• Screen filters are used to cut down glare. • Font size is considered for worksheets (Size 12 or more); screen presentations (Size 20 or more) • Font type follows school's presentation policy. • Screen background is adapted for pupils with visual difficulties of dyslexia. •	• Develop web links between schools. • Communicate information with pupils and parents.
Adult deployment and support: • All pupils are encouraged to be as independent as possible including pupils with SEND. • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. • Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward. • Adults offer opportunities to break down tasks into more manageable chunks. • Adults provide key questions to encourage pupil understanding, secure concepts and encourage assessment.	• Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention.
Teacher communication: • Teacher language is clear and accessible. • Key words, meanings and symbols are explained.	• Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning.

• Instructions are given clearly and reinforced visually where necessary. • Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND.	• For pupils with dyslexia, colour-coding is used to support article change e.g. le, la, les, un, une, • Immersion in language across the school through: corridor displays, signposting will support pupil retention. • Mind mapping used as a tool to support the linking of concepts, vocabulary and to develop retention. •
Assessment: • Pupil targets are within books. • Pupils can articulate their targets and show evidence of working towards their targets within their work. • Pupils can articulate their starting point within a curriculum area. • Pupils can articulate their learning through pupil voice and discussion. • Close the Gap is used across the curriculum to feedback learning to all pupils. • Targeted questioning enables teachers to check and extend understanding.	• Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Targeted questioning enables adults to check understanding.
Memory/Consolidation/Retention: • New learning is explained within the context of the lesson and what the pupil already knows. • Information taught is concise. • Interactivity is used to make the learning memorable. • Visual or concrete (real) materials are used to reinforce learning through sensory channels.	• Pupils are encouraged to create word banks, mind maps to secure their understanding of a concept. • Digital resources are used to remind pupils and help pupils to reflect upon their prior learning.

• Explanations are clear, concise and simplified where needed. • The use of memory aids are encouraged e.g, displays, working walls, dictionaries, spelling cues, key questions, table top resources, visual cues. • Adults are utilised to support retention through pre/over learning, simplification of instruction/concept. • Encourage pupils to develop their own ways of remembering key information e.g. mnemonic.	