

SEND/EAL Provision



Subject – MFL (Spanish)

These strategies could be implemented to ensure pupils identified as having SEND could access the MFL curriculum.

Cognition & Learning	Communication & Interaction	EAL
Present new material in small steps. Ensure key vocabulary is visible around the classroom. Leave resources accessible in classroom for overlearning to occur independently. Avoid the need for copying lots of information e.g. print off slides if containing key information. Provide models and worked examples. Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. Check for understanding to avoid misconceptions. Use paired talk before and during activities such as shared reading. Allow children the opportunity to talk through their responses before writing/ committing to paper. Allow children to verbally go through language use first to check understanding. When teaching make sure visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video	Pre-teach vocabulary. Provide vocabulary lists related to each topic. Visual support and word mats. Scaffolding to generate ideas. Provide models and worked examples. Translation of key vocabulary into native language (where appropriate).
SEMH	Sensory – Visual	Sensory – Hearing
Be mindful of any trigger points for specific children and how this may impact upon their learning.	Print resources on buff or coloured paper. Avoid the need for copying lots of information e.g. print off slides if containing key information. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Displays are accessible, within reach, visual, tactile " informative, and " engaging. Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.	Use visual aids or other concrete supports. Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions.
Motor Skills		
Consider alternative methods of recording. Make available a range of accessible materials including, for example chunky pencils, pencil grips, individual whiteboards. ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images.		