



Rationale for SEND pupils within MFL

At the **Federation of Ripley, Beckwithshaw and Kettleing Primary Schools**, we are committed to ensuring that the curriculum is inclusive, accessible and ambitious for all, including pupils with Special Educational Needs and Disabilities (SEND) so that they are able to enjoy and flourish in their language learning alongside their peers. Language learning can present additional challenges for some pupils due to the demands of new vocabulary, pronunciation, listening and memory. Therefore, teaching is carefully adapted to support a range of needs, including difficulties with cognition and learning, sensory needs, SEMH and communication and interaction. Emphasis is placed on the values of community and compassion by encouraging pupils to connect with diverse cultures and perspectives, promoting understanding and respect for others. Additionally, we cultivate courage as students embrace the challenge of learning a new language, empowering them to express themselves confidently and authentically in a global context.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within MFL?

Maintaining an inclusive learning environment	In MFL this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> ● Clear and simple instructions given and provided in different ways (spoken, broken down, visual) ● Seating positions carefully thought through allowing for peer or adult support ● Areas of the classroom are labelled to allow for independent resourcing ● Individual resources ● Access to iPads and Chrome books ● Different font size used where necessary ● Font choices carefully considered ● Accessible, engaging display materials 	<ul style="list-style-type: none"> ● Clear tasks given -structured routines, pre-teaching of vocabulary clear modelling of pronunciation, repetition of key vocabulary, visual supports such as pictures or gestures, and breaking learning into small, manageable steps. ● Peer assessment ● Peer support ● Teacher assessment ● Teacher support- clear modelling of pronunciation, repetition of key vocabulary, visual supports such as pictures or gestures, and breaking learning into small, manageable steps so that pupils can build confidence and understanding gradually. ● Personalised task ● Independent resourcing ● Clear, simple, engaging display
Multi-sensory approaches	In MFL this could look like...
<ul style="list-style-type: none"> ● Adaptive teaching strategies are used in lessons to accommodate for all learners 	<ul style="list-style-type: none"> ● Summarising ideas in pictures or through role play, active learning- chants, mimes, games



<ul style="list-style-type: none"> • Alternatives offered to written recording • Visual timetable • Visual picture cues 	<ul style="list-style-type: none"> • Scenarios • Storyboarding • Written answers being converted into auditory form • Using auditory forms of evidence to develop understanding including: songs, videos, chants, rhymes to aid memory • Role play events • Using symbols, pictures, graphic organisers to represent vocab • Drama to express characters -manipulatives to reinforce language concepts through physical actions • Flashcards • Interactive learning stations
ICT	In MFL this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> • Pupils have access to typing programmes to develop their key skills and touch typing • Pupils can access voice-recognition software e.g. Word dictate to support recording • Screen background is adapted for pupils with visual difficulties of dyslexia 	<ul style="list-style-type: none"> • Dictation to support with writing or spell checking • Using specific apps to aid with reading / writing / spellings • Assistive technology • Multimedia resources
Assessment	In MFL this could look like...
<ul style="list-style-type: none"> • Pupils receive verbal and written feedback • Teachers use targeted questioning to check and extend • Pupils are given 25% extra time when they present difficulties with reading fluency / processing • Access arrangements 	<ul style="list-style-type: none"> • Observations, checklists, quizzes, adaptations to teaching • Children demonstrating their knowledge through projects or performances, voice recordings • Collection of work over time-portfolio • Diagrams/pictorial representations • Peer assessment and self assessment
Adult Support	In MFL this could look like...
<p>All pupils are encouraged to be as independent as possible including pupils with SEND.</p> <ul style="list-style-type: none"> • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. 	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention. <ul style="list-style-type: none"> • Teaching assistants and teachers work together to scaffold learning through prompts, sentence starters, paired work and



- 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.

practical activities such as songs, games and role play, which help reinforce vocabulary and pronunciation.

- Additional adult support, flexible grouping and adapted outcomes may be used where appropriate to ensure all pupils can engage meaningfully in lessons.
- consistent routines and supportive relationships