

Hawkesley - SEND Offer

Modern Foreign Languages

We believe that all learners should participate in MFL, as research shows that all abilities – especially SEND – benefit from the experience of a broad and balanced curriculum. We do not take learners (of any ability) out of music lessons for timetabled interventions, as this would lead to a considerable amount of learning lost.

In addition to the marking of Exit Tickets (to check whether the individual learners have met the LO), we have introduced whole class feedback slips which are included on the LO page. These include precise praise for the class, address whether the LO was met or not and then provides a next step or a misconception address which the teacher leads in the first 5 minutes of the lesson before beginning the main teach. Below are some reasonable adjustments, additional provision and adaptive teaching examples that can be made to help different SEND learners achieve in Modern Foreign Languages:

Cognition & Learning	Sensory & Physical Needs
<ul style="list-style-type: none"> • Visual learning approaches used when reading, listening, writing or speaking new vocabulary. • Focus on 'hinge knowledge', the core grammatical components and language in their subject. • Retrieval practice woven into the Long-Term Planning to allow recall opportunities of previous learning. • Half-termly reteach lessons addressing misconceptions or GAPS in learning identified in assessments. • Initial focus of teaching on direct translations of language to English. • Focus on the connections and similarities to English words. • When reading, to use written translations of familiar or known words to infer meaning. 	<ul style="list-style-type: none"> • Left-handed learners have functional space, partner pairing and stationery available. • classroom layout audit to ensure maximum space between furniture. • key person or buddy to monitor/engage in quiet/non-physical play. • Allocated place in line such as at the back or front. • Access to Ear defenders or a quieter spot in the classroom. • Seating prioritised to the front of the classroom for anyone who has hearing or visual impairments. • Use verbal explanation alongside visual demonstration. • Lighting of classroom considered, prioritising natural light over artificial.
Communication & Interaction	Social, Emotional and Mental Health Difficulties
<ul style="list-style-type: none"> • Access to a mini whiteboard to record, share thoughts and responses. • Illustrations and images used to support new ideas/vocabulary shared. • Use of additional adult in lessons to provide 'check-ins' with pupils. • Direct feedback given if classroom conversation rules and expectations are disrupted. • Varied and regular, low-stakes opportunities to share thoughts and feelings. • Pupil provided time to say what they want to say and don't interrupt or finish their sentences. • Ask questions with yes/no, short responses. • Mixed ability peer and small group work opportunities. 	<ul style="list-style-type: none"> • Mini brain-breaks, or teacher-jobs, offered to pupils who need a moment away from the lesson to reset before returning to learning. • Access to a safe and quiet space to calm or seek refuge in during times of distress. • Learning Mentor available to speak to if distressed. • Regular learning routines and methods of teaching are standardised throughout school. • Adjustments for individuals anxious about sharing their thoughts, or rehearsing speaking in another language. • When doing paired or grouped work, students are paired with those who they work well with.