



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in MFL

Communication & Interaction		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Using their voice expressively Understanding and using new topic vocabulary Lower than expected levels of expressive vocabulary – ‘they can’t find the words’ Following instructions and sequences	Use different forms of communication – such as gesture – to compensate for difficulties when speaking Limit vocabulary to that which is necessary to ensure progress Children are allowed time to discuss the answers to questions with peers Children with communication impairments are given time to think about questions before being required to respond	Pre-teaching of new vocabulary prior to lesson Send vocabulary word mats home before the topic begins

Cognition & Learning		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children



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Accessing reading/ written work Poor memory and recall skills Recording written assessments or feedback to listening/ appraising Activities Poor sequencing skills Understanding French	Using visual aids to support pupils in understanding words and phrases (use off Knowledge Organiser) Use word banks which include pictures Check the media to make sure it does not create barriers for learners, e.g. font size/type, background colour, weight of books for pupils with physical difficulties Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, e.g. by changing the font, background colours, etc. Use of ICT to reduce the need for pupils to rely on their short- or long-term memories A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions Smart grouping: pairing with a more able reader/writer.	Pre-teaching of new vocabulary prior to lesson.
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	Build in lots of repetition when writing up nouns in a language where the article changes according to gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red Provide opportunities for pupils to join in all together before being invited to speak	
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Social, Emotional & Mental Health		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Understanding own thoughts and contrasting with those of others Working effectively as part of a group Unable to relate to the different emotions being spoken about.	Working in a small group with a trusted adult for emotional support Clear rules and expectations, consistent boundaries, rewards and sanctions	Pre teaching and discussing the responses to the questions that will be asked.



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Sensory and / or Physical		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system. Interactive whiteboards are nonreflective to reduce glare Videos with overstimulating or challenging themes Poor motor control Hearing impairment Visual impairment Overly sensitive to sound/ noise	Background noise and reverberation are reduced Glare is reduced There is enough light for written work Teacher's face can be seen – avoid standing in front of light sources, eg windows Use of subtitles where necessary	Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress