



Universal Design for Learning (UDL)

Present information in multiple ways (text, audio, visuals, spoken).

Allow students to express learning in different ways: speaking, listening, reading, writing, drawing

Offer multiple means of engagement to maintain motivation and attention.



Resources

Resources are accessible, e.g. within reach and labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols,

Check media to make sure it does not create barriers for learners e.g. font size/type, background colour, weight.

Provide well-maintained and attractive areas for children to use.

Low-Arousal Areas

It is desirable for pupils to come together in MFL activities such as speaking and listening but some pupils with SEND may get more satisfaction from individual practical work.

Support for Pupils with SEND in MFL



Learning Environment



Sound quality is adjusted to meet the needs of pupils.

Arrange seating to minimize distractions.

Wall displays that include pupil's work, target language and maps - include appropriate symbols.

Provide quiet areas for independent work or assessments.

Ensure materials are easily accessible.

Interactive whiteboards are non reflective to reduce glare.

Ear-defenders to be used for some pupils throughout the session.

Regular breaks for some pupils outside of the classroom.

Pupils have opportunities to move during the lesson and especially during singing activities.

Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher.

Additional adults provide appropriate support.

Seating should allow all pupils in the class



Flexible Assessment

Use a variety of assessment types: spoken or listening tasks; reading or writing tasks; audio/video recordings.

Allow extended time or alternate formats for students who need it.

Communication/Oracy

Multi-Modal Communication



Encourage Metacognition and Reflection

Use self-assessment or peer feedback to build awareness of effective strategies.

Visual and Auditory Supports task plans and timetables

Read the new vocabulary and words of songs to the children and encourage them to repeat them

Include a number of different activities in the MFL lesson, such as reading, writing, speaking, listening and singing.

Physical involvement is an important aspect of learning. Action songs and rhymes for pupils help pupils to begin to internalise the MFL vocabulary, phonics and grammar.

Make use of audio and video recordings to keep records of pupils' work.

Encouraging Self-Regulation and Metacognition

PACE model

Emotional Coaching

Teach students to plan, monitor, and evaluate their own communication.

Use self-assessment or peer feedback to build awareness of effective strategies.

Visual prompts and routines are valuable for many learners.

Cultural and Emotional Sensitivity

Respect diverse backgrounds and learning needs.

Build positive relationships and a supportive classroom climate positive regard

Recognise effort, celebrate success and encourage resilience

Assistive Technology

SEESAW used to record in child's preferred way of learning

Visual timers

Flexible Grouping and Peer Support

Rotate groups so students work with different classmates.

Encourage cooperative learning, mentoring, and peer feedback.

Transition from whole-class to group or independent work, and back, is clearly signalled.

Teachers' communication

Display key words and concepts clearly

Use the model provided by the MFL scheme as an audio support.

Modelling and imitation help pupils begin to understand the vocabulary, grammar and phonics concepts.

Plan for the recapping of important MFL vocabulary, concepts, processes or skills, for pupils who need it.

Unfamiliar Learning Environments

Pupils are prepared adequately for visits.

Social story for the trip or visit.

Images shared of venue or person.

Itinerary for the day shared with pupil and parents prior to visit.