Including pupils with SEND in MFL

Sound and light issues

- There is effective and quiet ventilation in the classroom.
- Computer monitors are positioned to reduce glare.
- Interactive whiteboards are non-reflective to reduce glare.

Seating

- Check classrooms are not cluttered.
- Make sure pupils with motor impairments have appropriate assistive technology and software to support them and enough space to use it.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Resources

- Make available a range of accessible materials including, for example: " chunky pencils " different coloured crayons " individual whiteboards and pens for writing in different contexts " pencil grips for pupils who need them, and " cordless/trackerball mouse for pupils with mobility difficulties.
- Check the media to make sure it does not create barriers for learners, eg 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, eg by changing the font, background colours, etc.
- Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils who are meeting reading challenges.
- Include: " highly visual texts " newspapers " comics " instruction booklets, and " texts from popular culture, media and sport.
- The display should contain pupils' own reading recommendations and include clearly printed directions to help identify where texts are housed.

Multi Sensory Approaches

- Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures.
- 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.
- ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images.

Locations

- Make sure pupils are well prepared for visits – eg to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.
- You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.
- Specialist OAA (outdoor and adventurous activities) centres have the equipment and resources for wheelchair users and pupils with mobility difficulties to take part in activities such as climbing, abseiling and sailing

Use of ICT

- Listen carefully and discriminate between sounds, identify some meaning from words and intonations and develop auditory awareness, eg using recorded audio or video material
- Use symbols and audio recordings to associate a word and an object
- Record themselves or others
- Respond to spoken and written language in different ways
- Research and familiarise themselves with some of the target language speaking communities and countries – web browsers, such as Webwise,1 offer a simplified version of the page being viewed
- Communicate information – for example, using the internet to exchange photographs and information through EU schemes and school websites.
- Videoconferencing enables pupils in a school in one country to exchange ideas about their contrasting localities, schools and social activities with pupils in another.
- They can ask questions about, for example: " the built and natural environment and the weather " the economics of the area (trade, jobs people do), and " people and the way they live (including how disability, gender or age affect social relationships).

Consulting pupils

- Ask pupils what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow pupil acting as a feeder, pusher or collector

Teacher Communication

- 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
- Pupils may enjoy creating a storyline (see www.storylinescotland.com) or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy.
- Take care with the use of idiom.

Planning Support

- Plan for pre-tutoring important PE vocabulary, concepts, processes or skills, for pupils who need it.

Reducing Reliance on Memory

- Invite pupils to create a 'word bank' or mind map, eg by writing (or someone scribing) adjectives or nouns on a photograph or sketch of an area to show the characteristics of a particular country.
- A digital camera or camcorder can be used to record stages of a visit to be used as a visual resource later.
- This can remind pupils of details of the visit and help them to reflect on similarities and differences of the target language speaking countries and communities compared to their own.