



SEND / EAL Provision: MFL -Spanish

These strategies could be implemented to ensure pupils identified as having SEND could access the Art curriculum.

Cognition & Learning	Communication & Interaction	EAL
<p>Present new material in small steps.</p> <p>Ensure key vocabulary is visible around the classroom.</p> <p>Leave resources accessible in classroom for overlearning to occur independently.</p> <p>Avoid the need for copying lots of information e.g. print off slides if containing key information.</p> <p>Provide models and worked examples.</p> <p>Film, interactive computer material, roleplay, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Use paired talk before and during activities such as shared reading.</p> <p>Allow children the opportunity to talk through their responses before writing/ committing to paper.</p> <p>Allow children to verbally go through language use first to check understanding.</p> <p>When teaching make sure visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video</p>	<p>Pre-teach vocabulary.</p> <p>Provide vocabulary lists related to each topic.</p> <p>Visual support and word mats.</p> <p>Scaffolding to generate ideas.</p> <p>Provide models and worked examples.</p> <p>Translation of key vocabulary into native language (where appropriate).</p>
SEMH	Sensory - Visual	Sensory - Hearing
<p>Be mindful of any trigger points for specific children and how this may impact upon their learning.</p>	<p>Print resources on buff or coloured paper.</p> <p>Avoid the need for copying lots of information e.g. print off slides if containing key information.</p>	<p>Use visual aids or other concrete supports.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p>

	<p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Displays are accessible, within reach, visual, tactile "informative, and " engaging.</p> <p>Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures.</p> <p>Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.</p>	
Motor Skills		
<p>Consider alternative methods of recording.</p> <p>Make available a range of accessible materials including, for example chunky pencils, pencil grips, individual whiteboards.</p> <p>ICT can offer alternatives to writing as a way of responding to text - for example, pupils can create electronic presentations with images.</p>		