

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>Anxiety - fear of getting things wrong, not understanding</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Barriers to learning in MFL	<p>Difficulty in learning new vocabulary</p> <p>Weak writers - limited ability to show understanding through written form</p> <p>Difficulty to make links between root words</p> <p>Difficulty in reading and spellings, especially when spelling does not mirror English phonics</p>	<p>Difficulty in speaking Spanish with different pronunciations</p> <p>May struggle to engage in the speaking strand of lessons</p> <p>Difficulty in working with others as part of a group team in drama or presentation tasks</p> <p>Confidence when speaking Spanish, may lack in confidence</p>	<p>Difficulty in working with others as part of a group</p> <p>Anxiety related to speaking in front of others</p> <p>Anxiety about getting the answer wrong or pronouncing things wrong</p> <p>A lack of resilience when learning new vocabulary, phonics or grammar concepts resulting in periods of dysregulation</p>	<p>Physical disabilities would limit a child's ability to engage in drama and presentation tasks</p> <p>Visual impairments would hinder ability to see the board</p> <p>Hearing impairments would limit pupil's ability to hear teacher speaking or hear themselves when speaking Spanish</p>

<p>Suggested strategies and support</p>	<p>Weekly memory recall activities - done at the beginning of every lesson for every pupil (retrieval on Kapow)</p> <p>Actions for new vocabulary to help children remember.</p> <p>Jigsaw sentences - children choose a part of each sentence to put together to either speak or write.</p> <p>Vocabulary sheets in Spanish and English which are easily accessible for children.</p> <p>Visuals/pictures/symbols included to aid understanding</p> <p>Less focus on evidence in books for the sake of 'getting something in.</p> <p>Children to be able to draw to show their understanding instead of writing when depicting information from reading or listening.</p>	<p>Small steps instructions given to support children with understanding their task.</p> <p>Scaffolded support such as sentence stems in Spanish (helpful for all pupils)</p> <p>Delivering instructions one by one (task planner)</p> <p>Asking children to point or follow the instructions rather than verbalise their understanding.</p> <p>Working with a trusted adult or partner when speaking.</p> <p>Use of "my turn, your turn" for pronunciation</p> <p>Accessing "mouth mechanics" videos on the Kapow scheme of work (phonics)</p>	<p>Flexible pairings and groupings to allow some peer support and peer learning</p> <p>Some smaller groupings for certain children with social anxieties</p> <p>Delivering instructions one by one (task planners)</p> <p>Scaffolded resources available to support children, use of IPAD for children needing to check vocabulary</p> <p>Use of sentence stems to support children's verbal answers.</p> <p>Working with children on a 1:1 basis but also encouraging them to use supporting resources independently such as knowledge organisers, dictionaries and ipads.</p> <p>Use of jigsaw sentences, where no work can be wrong.</p>	<p>Printing out any key information needed for children to have in front of them.</p> <p>Use of different coloured paper or backgrounds for presentations to help children with visual impairments</p> <p>Hearing impairments instructions given 1 by 1 and instructions listed on paper (numbered) for child to read.</p> <p>Consider seating in the classroom for children with hearing impairment especially if the pupil has a 'weaker' ear</p> <p>When 'moving around the room' consider how accessible this is for pupils in the classroom environment. Could the task take place where there are less objects to navigate around?</p>
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