

Provision Map for MFL

In planning lessons we need to consider ways of minimising or reducing barriers to learning so that all learners can fully take part and learn. In some activities, children with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, we may need to provide a 'parallel' activity for learners with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, children with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

For English lessons, we adapt provision for children that still require phonics teaching. In KS1/LKS2 then this is carried out through RWI teaching groups at the appropriate level. For UKS2 this is carried out through Fresh Start.

Area of need	Provision/adaptations	French Specific
Dyslexia	Working memory: • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Re-teaching of the main aspects of previously taught lessons with key information to ensure confusion does not occur. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning. • Present information in a visual form with only the key information for the learner to remember. Processing time: • Additional time to talk through ideas and concepts. • Allow plenty of time for recall. • Repeat instructions using the same language New Vocabulary:	• Whole word reading approach when appropriate or suggested by the Ed Psych but only in collaboration with phonics teaching. • In modern foreign languages, children need to learn key vocabulary. Highlighting this vocabulary can help all children, especially those with dyslexia or moderate learning difficulties. For example: 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 • for a studying other countries in which French is spoken, teach and revisit the key vocabulary – eg concerning country names, capitals, food and drink, customs, likes and dislikes, weather conditions, etc

	• Word mats with pictorial aids if able. • Written prompts • Stories presented in alternative styles such as storyboards. • Exaggerate new vocabulary by separating syllables • Use of mnemonics to help remember new vocabulary Multi-sensory: • Use of talk partners • Visually draw concepts to aid understanding • Coloured overlays (also think about the colours of any IWB presentations) • Larger font where able Sequencing: • Repeat instructions and information • Sequencing frames • Written scaffolding to aid recording Recording: • Alternative methods of recording information including audio/visual to ensure key concepts are recorded. • Paired writing	• children 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 English.
DCD	• Adaptations when motor skills are being used e.g. recording of information. • Adjustable height desks or standing desks can be used • Peer buddy within lessons • Specialist equipment available • Alternative methods of recording using audio/visual resources • Reduction of requirement to use fine motor skills such as pre-cut resources.	
Autism	• Clear sequencing of lessons	

	• Alternative methods of recording information such as use of technology • Task Management boards	
SEMH	• Pre-teach of key concepts • Support to understand that other people will have different views. • Clear expectations around behaviour when there are disagreements with others. • Silent debates where children are requested to put their views on post it notes to share their ideas to avoid conflict. • Thrive support to focus on social skills to enable discussions. • Assign children particular roles within discussions so they have a clear purpose in the group and keeping them focussed. • Small groups supported by an adult to facilitate conversations.	
ADHD	• Standing desks • Small chunks of information with key concepts in pictorial form. • Practical activity to remain physically active where possible. • Practical activity to remain physically active where possible. • Re-cap of previous learning to organise thoughts before the lesson. • Small tasks to ensure success.	
Dyscalculia	• Some learners may find the organisation of ideas into a logical way difficult and therefore will need support for this. • Adaptation of tables, data etc and support given for understanding.	

Speech and Language	• Language is to be clear, unambiguous and accessible. • Key words to be written up with meanings/visual aids. • Instructions are given clearly and reinforced. • Careful preparation to ask questions in a variety of ways enabling learners with S&L difficulties to answer open ended questions. • Learners are allowed time to process and then answer the questions. • Adults to support learners to contribute to lessons.	• Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system. • 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 schemes and school websites. • It is important to be aware that receptive communication and understanding will be ahead of expression. Teachers should not assume a lack of understanding if expression appears to be lagging behind reception. Song, chants and other ways of playing language can build confidence and speed the process. Encourage children to develop general language skills through new learning
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		experiences that result in them acquiring simple, relevant vocabulary and language structures that can be used for practical communication at a level appropriate to their ability.
Moderate Learning Difficulties/Global Delay	• Tasks in short chunks to allow for processing and plenty of opportunity for embedding of learning. • Stories adapted to make easier to access through things such as storyboards. • Alternative ways to record their ideas such as audio/visual. • Use mind maps, bullet point lists, storyboards to record their learning. • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning. • Present information in a visual form with only the key information for the learner to remember. • Scaffolded work through use of writing frames. • New vocabulary selected for the key words and explicitly taught in pre-teach. • Show the learner a practical example of what you need them to do giving concrete examples.	• In modern foreign languages, children need to learn key vocabulary. Highlighting this vocabulary can help all children, especially those with dyslexia or moderate learning difficulties. For example: 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 • for a studying other countries in which French is spoken, teach and revisit the key vocabulary – eg concerning country names, capitals, food and drink, customs, likes and dislikes, weather conditions, etc • children 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 English. • It is important to be aware that receptive communication and understanding will be ahead of expression. Teachers should not assume a lack of understanding if expression appears to be lagging behind reception. Song, chants and other ways of playing language can build

		confidence and speed the process. Encourage children to develop general language skills through new learning experiences that result in them acquiring simple, relevant vocabulary and language structures that can be used for practical communication at a level appropriate to their ability. • ICT can be used to offer alternatives to writing as a way of responding to text – for example, through creating an electronic presentation with images. Children can use ICT to communicate by sending information in the form of pictures, text messages, e-mail or through videoconferencing
Physical disability	• Alternative methods of recording their learning. • Artefacts used to reinforce learning.	•