



Meadowhead Community Junior School  
Curriculum Adaption  
MFL (French)



Possible adaptations to provision for SEND learners in the classroom.

Possible Adaptations to ensure pupils access learning

**1. Evidence of adaptation to curriculum**

e.g. content, grouping

Revisit prior learning

The transition from whole class to group or independent work, and back is clearly signalled.

Pupils need to be seated so that they can see and hear clearly, including communication from the teacher, peers and interactive board/screens within the classroom.

Seating allows for peer/adult support and positive peer to peer communication. iPads or laptops are provided for those pupils with visual/hearing impairments where necessary.

The room allows for pupils with mobility difficulties to obtain their own resources, equipment and materials.

Furniture is suitable - chairs and desks appropriate for age and needs of children.

Avoid the need for copying lots of information. For example, notes or PowerPoints can be printed off for pupils with specific learning difficulties. Information is communicated through numerous different means e.g. verbally, through practical tasks, media, writing tasks and visual references.

**2. Evidence of adaptation to teaching style / strategy**

e.g. pre-teach, chunking

Pre-knowledge is introduced at the start of each lesson with visual/pictorial references for new vocabulary.

Visual prompts and routines are available for children to access.

Paired talk before and during activities - gives children the opportunity to reflect on and discuss ideas, before offering them to the class as a whole.

Make use of formative assessment strategies.

Provide opportunities for all children to use their own ideas and experience success within the classroom.

Use task ladders/Now and Next boards to clearly communicate the expectations and order of what is to be covered in the lesson.



### **3. Evidence of adaptation of teaching materials and resources**

e.g. font size, overlays, manipulatives

Interactive whiteboards are non-reflective to reduce glare.

Pencil grips/individual whiteboards/vocabulary on working wall

Instructions are given clearly and reinforced visually, where necessary.

Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions.

Text and visual aids maybe adapted for accessibility e.g. font, print size, background.

Now and Next boards, egg/digital timers, visual timetables should be evident in classrooms.

Titles and learning objectives are written out and provided for students with difficulties around fine motor skills, processing and/or specific learning difficulties.

### **4. Evidence of adaptation of recording**

e.g. scribe, use of IT

Use of iPads or laptops for SEND pupils to record their work where necessary.

Use of Widget

Photos

Support with scribing

Screen filters/overlays

### **5. Evidence of adaptation of / innovative use of support**

e.g. focused use of support

Support from additional adults is planned to scaffold pupils' learning, allowing them to work independently.

Ensure students with SEND are receiving regular check-ins for understanding and opportunities to give answers both privately and to the whole class.

Staff to adapt tasks in the lesson if children are finding work too challenging and have additional resources such as word banks, visual references and additional equipment/concrete materials available to hand.

Repeat and reword instructions when necessary.

Restructure the task to allow all students to utilise and display their strengths, as well as take on new knowledge and challenge themselves.

Allow student with SEND to record their work in different ways e.g. laptop, iPad, verbally, photos etc.



The 'five a day principles: What is good for SEND is good for all.

