Strategies for supporting pupils with Special Educational Needs and Disabilities in Modern Foreign Languages lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	• A timer will provide a focus for the child's attention, enabling them to complete a task; • A 'time-out' card. This may support the child with moderating their own behaviour and to take responsibility for their actions; • Consider which rewards you might use to reinforce positive behaviour (in discussion with the child) and ensure these are given immediately upon task completion; • The child may wish to use a word processor if their work is disorganised /illegible; • A 'stress ball', or other fiddle object (agreed by the SENCO) may help with concentration. • Ensure instructions are delivered clearly, concisely and step by step. • Explicitly teach, reinforce and role model strategies to improve listening skills. • Encourage the use of pictures, or diagrams to represent thoughts and ideas; • Use subtle, visual pre-agreed cues, to remind the child when they are off task, or behaviour is inappropriate, (eg. a tap on the desk to re-focus attention); • Provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities. With this in mind, plan in time-limited learning breaks to allow for the release of excess energy. (an active 'job' might be useful strategy to break up the lesson).
Anxiety	• Prior to the start of the lesson, discuss with the child where they would prefer to sit. They may also prefer to enter the classroom first and get themselves settled, or after the rest of the class is settled. This may change depending on circumstances at the time; • Seating plans are very important for the child with anxiety. Let them know before the lesson if the usual seating plan is due to change during the activity. Carefully plan groupings/pairings and be aware of who the child feels most comfortable with sitting next to and having them support them with their work; • Ensure the child is prepared and knows what to expect prior to the lesson. This may include a list of vocabulary that will be covered, the activities involved etc; • Consider the use of a 'help' card, which the child can use if they feel anxious/overwhelmed, so that they can go somewhere to calm down.

	• The child may find certain teachers difficult to cope with so take time to get to know them and interact in a way that they can manage. This may be for a variety of reasons and they may not be able to verbalise these feelings. If you notice a child is anxious around you, please adapt your behaviour accordingly to make them feel more comfortable.
Autism Spectrum Disorder	• Take time to build a good, trusting relationship with the child. This will also help adults understand the most appropriate way to respond to any behaviour, at a given time; • Ask the child where they would prefer to sit in the classroom. Avoid changing this seating plan without plenty of warning, as this could cause anxiety. Think carefully about who is sat near to the child, as they may feel uncomfortable around certain children who may be a 'trigger' for them; • When planning group work, ask the child who they would prefer to work with, or offer the chance to work by themselves (or with their TA). Ensure that groups/pairs are carefully planned to provide supportive/positive role models; • Ensure that both the child and their TA are prepared for what is coming up next and what the lesson is about, so that they know the expectations. Ensure you pre-warn the child (and TA) of any changes, to avoid anxiety and allow them both time to prepare for the change; • Be mindful of sensory processing difficulties and ensure the learning environment is neither over, or under, stimulating for the child; • Provide a safe, familiar breakout space for the child, so that they can have sensory breaks when needed; • If the child's behaviour becomes challenging, it is important to remember that this is often communicating a need, or difficulty. Look beyond the behaviour and ask for support from the SEND team if necessary. Sometimes, the child may just need time out from the class in their break out space and may then feel ready to return again to the class; • Display in class what is coming up next (as another way of preparing the child). Even if the child doesn't look like they are taking any notice of this, they may still be taking it in; • Role model and encourage positive and supportive behaviour to the child's peers. At times, the child may call out or try to make the class laugh etc. Explain to the class how important it is that they don't react and that this will help the child to remain focused and calm.
Dyscalculia	• Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class; • Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on a laptop (if used); • Provide print outs of diagrams and visual support in lessons. • The child may work slower than peers. Be sensitive to this and supportive of any additional time/repetition they may need; • The child may become easily overwhelmed and anxious; they may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding the child's work and supporting them.
Dyslexia	• Keep sentences and written instructions short and simple to read • Check reading ages and ensure any work is differentiated appropriately • Use pastel shades of paper (cream is a good alternative to white) and

	matt paper which reduces 'glare'
	• Avoid black text on a white background and light text on a dark background
	• Use text font size 12, or above - clear, rounded fonts that have a space between (Century Gothic, Comic Sans, Arial or Verdana) will be used on all handouts, reading materials and on the interactive whiteboard. Use 1.5 or double line spacing and wide margins and lower case rather than capital letters.
	• Numbered points, or bullet points are easier to follow, rather than continuous prose. Keep paragraphs short and pages uncluttered. For example, avoid using background graphics with text over the top, as this can be too visually confusing.
	• Consider using visual representations (flow charts, illustrations, diagrams) to break up large sections of text, or to explain a particular point in a visual, rather than a written, way.
	• Consider colour-coding text. For example, information in one colour, questions in another (bearing in mind the contrast in the colours/background)
	• Avoid underlining and italics.
	• Use bold text for titles & sub-headings, or to draw attention to important information, or key vocabulary.
	• Use text boxes, or borders for headings, or to highlight important text.
	• Leave plenty of space to write a response on worksheets.
	• A personalised, coloured overlay, or ruler may help cut down on visual contrast and help 'stabilise' any written materials. It may be worth trying a variety of colours to work out the best to use.
	• 'Text to speech' technology. Please facilitate this in your classroom, for example providing a quiet space, seating near to a power point etc.
	• Help the child to learn and understand any specific vocabulary. This may be done visually, practically and/or during a pre-teach session to build the child's confidence before the lesson.
	• Be supportive of the child if they don't want to speak aloud in front of the class (either offering to speak for them, asking a friend to read it, or checking with them beforehand if they would like it shared).
Dyspraxia	• Clarify rules and expectations, using unambiguous language; • Allow extra time to complete work, with movement breaks when needed; • Allow time to settle, especially if the lesson is after a breaktime/ lunchtime, as transitions are challenging; • Give the child plenty of warning that the lesson is due to end and allow them additional time to pack up to leave (or get ready for the next lesson).
Hearing Impairment	• Ensure any videos/films used are captioned, or a suitable alternative way is provided; • Provide any important information/instructions about the lesson in writing, as well as verbally. In addition, provide (in a written format) any lists of subject-specific vocabulary and technical terms; • Consider sharing the lesson with the child's laptop (if they use one) and allow them to use headphones and the built-in assistive technology. • Repeat clearly any questions asked by other students in class before giving a response; • Assist with lip reading by doing the following:

	- ensure your face is clearly visible at all times when speaking and sitting directly opposite the child whenever possible; - seating the child so that they can see others in the class (where possible); - ensuring the lighting is adjusted so that it is not too dark; - providing written materials for all lessons, so that the child is not having to lip read and take notes from the whiteboard; • Be aware of the specific circumstances for the child and adapt accordingly.
Toiletting Issues	• Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate). • Sit the child close to the door so that they can leave the classroom, discreetly. • Appreciate that they may arrive late for lessons because of an urgent need to use a toilet. • Respect the child's need for privacy. They should decide how much teachers and other pupils are told about their condition.
Cognition and Learning Challenges	• Plan self-checks for the child at each stage of a task; with the use of a tick list, so that the child knows what is expected of them. • Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task. • Provide a word bank, with key vocabulary for the topic/area being studied. • Provide key words with pictures/symbols to help with the child's memory. • Provide a writing frame to help structure work. • Keep Powerpoint slides simple and uncluttered. Highlight key information. • Carefully plan & differentiate work, breaking it down into small manageable tasks. • Provide time to consider questions, process & formulate an answer. Slow down and/or reduce the number of words that you use. • Go over key vocabulary and ideas with to check understanding. • Physically demonstrate tasks, rather than relying on verbal instructions. • Repeat information in different ways, varying the vocabulary you use. Also, keep instructions simple. • Use structured questioning to support and help the child to answer by scaffolding their response. • Encourage the child to make a mind map, or other visual representation of what they already know and use that as a starting point to teach next steps.
Speech, Language & Communication Needs	• Be aware of the specific communication difficulties the child may have - it may be a processing disorder; • Be aware of the level of language the child is using – use a similar level to ensure they understand; • Do not rush, or interrupt the child as this means they have to begin processing all over again from the beginning, causing frustration! • Slow down your rate of speech by using pausing and give the child lots of time to process and reply – be prepared to wait for an answer; • Allow time for the child to finish what they are saying, don't finish it

	for them; • Keep language simple by breaking long sentences into short separate ideas; • Provide plenty of repetition (activities and vocabulary); • Use non-verbal clues to back up what you are saying eg: gesture; • Ensure adults are providing a clear language model and expand what the child says, by repeating their words back to them correctly, without pointing out their errors; • Reduce the number of questions you ask and make sure you give time to answer; • If you do need to ask questions in front of the class, try to use closed questions, as these require only a 'yes'/'no' answer, which will reduce anxiety. • Use signs, symbols and visual timetables to support communication; • Use visual displays (objects and pictures) that can be used to support understanding; • Provide a visual guide to the lesson, eg a checklist, or pictures to aid understanding.
Tourette Syndrome	• Motor and vocal tics may make the child reluctant to read aloud, ask/answer questions, or ask for help. Be understanding of this and support the child to feel involved and able to participate; • The child may have a poor attention span, fail to complete tasks, be easily distracted, unable to listen, fidgety and impulsive. To support them, provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks; • Be mindful when planning activities, that the child may experience sensory processing difficulties, where they may be either over-responsive, or under responsive to sensory stimuli, eg: noise, clothing, textures.
Experienced Trauma	• Very carefully check through the lesson content prior to the session and look at it through the eyes of the child's context and background. There may be obvious trigger points that can be planned for and managed prior to the lesson, with some elements needing to be avoided. Equally, there may be trigger points in the lesson, which may not be so clear from the outside. Ensure that the classroom environment, available adults and overall support for the child is strongly in place should this arise. • Provide a safe and familiar breakout space for the child to use during times when they feel overwhelmed or emotionally dysregulated. The child may also need access to a space to exercise, so that they can have regular learning breaks; • Consider the use of a 'help' card (or small item) for the child to use to signal that they are finding the situation tricky, without having to vocalise any details; • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour.
Visual Impairment	• Familiarise yourself with any specific resources the child needs to support them; for example: - they may be better able to read their own writing if they use a thicker black pencil/pen/marker; - they may need a typoscope when reading. This is a reading shield made of a black material with a rectangular cut out. It reduces extra light reflected from the surface of the paper and helps assist with staying on the correct line while reading; - ensure the child is wearing any prescribed glasses to reduce visual

	fatigue;
	• Provide enlarged/magnified pictures, images, maps and print. The VI team will have assessed the child's vision and recommended a font size and typeface to use. The SENCO will advise on this. Be wary that simply enlarging worksheets on a photocopier makes the letters, or edges of diagrams lose their sharpness and reduces the contrast. Please ensure resources are produced in the correct font size and type-face for the child to access.
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