



Curriculum Adaptations **Languages (MFL) - Spanish**

**Nanpean Community
Primary School**
*Nurturing Children's
Passion to Succeed*

At Nanpean School our curriculum is designed to ensure full inclusion for all pupils.

The curriculum is adapted to cater for a wide range of need and learning styles, we personalise the learning experiences by making them accessible.

Children with SEND are included in every aspect of what our school has to offer with high expectations for all to reach desired end points

<u>Area of Need</u>	<u>Curriculum Adaptation</u>
Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">✓ Pupils who are unable to communicate orally may be unable to complete the requirements related to speaking✓ 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✓ Reinforce words and phrases with visual aids. Back up these approaches with songs, chants and repeated practice✓ Listen carefully and discriminate between sounds, identify some meaning from words and intonations and develop auditory awareness, e.g. Using recorded audio or video material
Autism Spectrum Conditions including Asperger's Syndrome (ASD)	<ul style="list-style-type: none">✓ IT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images✓ Revisiting a mind map of the same area of learning as this can be a good way of assessing
Moderate / Severe / Profound and Multiple Learning Difficulties (MLD, SLD, PMLD)	<ul style="list-style-type: none">✓ Highlighting vocabulary can help all children, especially those with dyslexia or moderate learning difficulties

	<ul style="list-style-type: none"> ✓ When writing up nouns in a language where the article changes according to gender, use different colours ✓ Children may enjoy creating a storyline or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and as a link to literacy
Dyslexia	<ul style="list-style-type: none"> ✓ IT can be used to offer alternatives to writing as a way of responding to text – for example, through creating an electronic presentation with images ✓ Create a 'word bank' or mind map, e.g. by writing (or someone scribing) adjectives or nouns on pictures.
Dyspraxia (Developmental Coordination Disorder, DCD)	<ul style="list-style-type: none"> ✓ Opportunity is given to move around during practical elements to lessons ✓ Consider alternatives to writing – word processors, dictaphones, speech to text technology ✓ May need own space to work in ✓ Provide lesson breakdown tick list to help child organise time ✓ If the child finds dictation or copying overly challenging, pre-prepare diagrams/scaffolds ✓ Provide pre- or part-prepared handouts and lists of key concepts or vocabulary ✓ Allow extra time to complete work, with movement breaks when needed ✓ In most cases, do not ask the child to go first – many children are likely to pick up cues from peers about what is needed ✓ Pair up with a peer who is competent and with whom the child is comfortable ✓ Break down activities into components and teach separately, ensuring understanding and competence
Dyscalculia	<ul style="list-style-type: none"> ✓ Understand that the child may have to repeat the activity many times to internalise and remember ✓ Use kinaesthetic and visual teaching strategies such as drawing, building, demonstrating and modelling ✓ Provide hand-on activities with clear instruction around language and vocabulary ✓ Use visual reference aids – e.g. printed vocabulary
Trauma	<ul style="list-style-type: none"> ✓ Encourage the child to see that making a mistake is a part of learning and that mistakes will not incur anger or punishment ✓ Provide an agreed and safe breakout space for when the child is feeling overwhelmed or emotionally dysregulated ✓ Ensure all adults are modelling active listening and demonstrating empathy at all times when interacting with the child ✓ Allow access to exercise through regular learning breaks ✓ Ensure that the child has access to activities that allow for self-regulation/self-soothing ✓ Enable the child to sit in the room where they feel safe which could be at the side with their desk near a wall or at the back

ADHD	<ul style="list-style-type: none"> ✓ Allow some activities where learners with ADHD are allowed to work alone ✓ Small chunks of information with key concepts in pictorial form ✓ Re-cap of previous learning to organise thoughts before the lesson ✓ Use a timer to engage and provide focus for attention; (gel based liquid timers can provide a calming response) ✓ Ensure instructions are delivered clearly and step by step - ask the child to repeat or have them written on a prompt sheet or task management board
Anxiety	<ul style="list-style-type: none"> ✓ Be mindful of whether the child can cope with being asked questions in class and that this may vary day to day ✓ Understand that the child may not be comfortable speaking in front of the class or a group
Tourette's Syndrome	<ul style="list-style-type: none"> ✓ Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks
Hearing Impairment (HI)	<ul style="list-style-type: none"> ✓ Ensure acoustics are considered in relation to language learning ✓ Videos or films used should include written captions
Visual Impairment (VI)	<ul style="list-style-type: none"> ✓ Use of real objects when introducing new vocabulary ✓ Consider enlarging texts, using clear fonts, using overlays or printing on paper of a specified colour
Multi-Sensory Impairment	<ul style="list-style-type: none"> ✓ Use of real objects when introducing new vocabulary ✓ Consider enlarging texts, using clear fonts, using overlays or printing on paper of a specified colour
Physical Disability	<ul style="list-style-type: none"> ✓ Offer alternatives to writing, such as IT for dictation or recording, or the use of a scribe. ✓ Avoid the need for copying lots of information ✓ Make available a range of accessible materials relevant to need and learning ✓ Consider using interactive material, role-play, drama and high-quality artefacts as these contribute to effective language learning
Toileting / Self Care Needs	<ul style="list-style-type: none"> ✓ Ensure the child is aware of the nearest toilet and the route to this