



Thomas Adams School
Adaptive Teaching Provision in the Modern Foreign Languages department



Barriers to Learning	Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD; MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	Social, Emotional and Mental Health <i>Including ADHD</i>
<ul style="list-style-type: none"> · Poor understanding of concepts · Difficulty grasping abstract concepts (Grammar) · Low reading ability · Slow processing speed · Difficulty accessing texts used · Reluctance to contribute (through lack of ability or confidence) · Struggles to sit still for an extended period · Lack of parental buy in - “I was never very good at French at school” · Lack of understanding of relevance/wider picture · Amount of Content at GCSE and 	Quality First Teaching	Quality First Teaching	Quality First Teaching	Quality First Teaching
	<ul style="list-style-type: none"> Frequent opportunities for paired or group discussion to boost confidence Option to work independently or in groups as preferred Range of assessment methods used cover 4 skills Key vocabulary and grammar taught in context Active discussion to address misconceptions Clear objectives Use of a physical object to encourage speaking Opportunities for both high and low arousal activities 	<ul style="list-style-type: none"> Tasks and instructions ‘chunked’ into small sections Use of visual aids to enhance understanding Explicit instruction approach to teaching new concepts Scaffolding for all skills (Writing frames, listening for key words, chatty mats etc.) Access to different coloured paper or overlays as required Opportunities for consolidation built into lesson Use of writing frames and sentence starters to facilitate effective scaffolding Access to handouts to reduce need for note taking/copying Mixed ability grouping 	<ul style="list-style-type: none"> Consideration of seating within the classroom Access to assistive technology as required Use of closed captions on all audio resources Multi-sensory resources utilised Printed materials provided in required fonts/sizes Access to handouts for those with poor fine motor 	<ul style="list-style-type: none"> Access to movement breaks/brain breaks Predictable and consistent classroom routines Clear and predictable behaviour expectations Ongoing consideration of seating plans Opportunity to take breaks from the classroom during controversial topics Open communication encouraged Restorative approaches to conflict resolution within the learning environment Pre-warning of change where possible

<p>A level limits depth of understanding</p> <ul style="list-style-type: none"> · Lack of ability to say their own opinion 		<p>Opportunities for structured reflection following assessment</p> <p>Use of technology (ActiveLearn, ActiveHub, Boost, Linguascope)</p>		<p>Curriculum mapping clear and accessible</p> <p>Pre warning of upcoming difficult content (e.g. topic of family/holidays)</p>
<p>Opportunities for success</p>				
<ul style="list-style-type: none"> · An inherent attitude of inclusion and diversity · Opportunities to move around the classroom for speaking · Pace and range of activities · Success criteria is not always extended writing. · CULTURAL CAPITAL! Students able to see a different point of view · Students have measurable success “At the beginning of the year, did you know this word?” · Ability to access 				

· Range of skills developed over the course of language career				
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