



**SECOND EDITION**

# ADDRESSING SPECIAL EDUCATIONAL NEEDS AND DISABILITY IN THE CURRICULUM: MODERN FOREIGN LANGUAGES

John Connor



A **David Fulton** Book

# Addressing Special Educational Needs and Disability in the Curriculum: Modern Foreign Languages

The SEND Code of Practice has reinforced the requirement that *all* teachers must meet the needs of *all* learners. This book provides practical, tried and tested strategies and resources that will support teachers in making modern foreign languages accessible, challenging and exciting for all pupils, including those with special needs. The author draws on a wealth of experience to share his understanding of how SEND can affect learning and how the MFL teacher can reduce or remove any barriers to learning.

Offering strategies that are specific to the context of MFL teaching, this book will enable teachers to:

- ensure all pupils are able to participate fully in every lesson;
- develop pupils' understanding, motivation and enjoyment;
- adapt content and resources when differentiating materials for pupils with a wide range of learning needs;
- use formative assessments to measure learning.

An invaluable tool for whole-school continuing professional development, this text will be essential for teachers (and their teaching assistants) seeking guidance specific to teaching languages to all pupils, regardless of their individual needs. This book will also be of interest to SENCOs, senior management teams and ITT providers.

**John Connor** is former head of faculty, local authority adviser, senior examiner, AST assessor and Ofsted inspector for MFL. He is currently a trainer, author and consultant, as well as a school governor.

## **Addressing Special Educational Needs and Disability in the Curriculum**

*Series editor: Linda Evans*

Children and young people with a diverse range of special educational needs and disabilities (SEND) are expected to access the full curriculum. Crucially, the current professional standards make it clear that every teacher must take responsibility for *all* pupils in their classes. Titles in this fully revised and updated series will be essential for teachers seeking subject-specific guidance on meeting their pupils' individual needs. In line with recent curriculum changes, the new Code of Practice for SEN and other pedagogical developments, these titles provide clear, practical strategies and resources that have proved to be effective and successful in their particular subject area. Written by practitioners, they can be used by departmental teams and in 'whole-school' training sessions as professional development resources. With free Web-based online resources also available to complement the books, these resources will be an asset to any teaching professional helping to develop policy and provision for learners with SEND.

The new national curriculum content will prove challenging for many learners, and teachers of children in Y5 and Y6 will also find the books a valuable resource.

Titles in this series include:

### **Addressing Special Educational Needs and Disability in the Curriculum: Modern Foreign Languages**

*John Connor*

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*Victoria Jaquiss and Diane Paterson*

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### **Addressing Special Educational Needs and Disability in the Curriculum: Design and Technology**

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### **Addressing Special Educational Needs and Disability in the Curriculum: English**

*Tim Hurst*

### **Addressing Special Educational Needs and Disability in the Curriculum: Maths**

*Max Wallace*

# **Addressing Special Educational Needs and Disability in the Curriculum: Modern Foreign Languages**

*Second edition*

**John Connor**

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# Series authors

## The author

**John Connor** is a former head of faculty, local authority adviser and senior examiner. He has also served as an Ofsted team inspector for modern languages and special educational needs in mainstream settings. John was also an assessor on the Advanced Skills Teacher programme for the DfE. He is currently working as a trainer, author and consultant, and has directed teaching and learning quality audits across England, the Channel Islands, Europe, the Middle East and the Far East. He is also a governor of a local primary school.

A dedicated team of SEN specialists and subject specialists have contributed to this series.

## Series editor

**Linda Evans** was commissioning editor for the original books in this series and has co-ordinated the updating process for these new editions. She has taught children of all ages over the years and posts have included those of SENCO, LA adviser, Ofsted inspector and HE tutor/lecturer. She was awarded a PhD in 2000 following research on improving educational outcomes for children (primary and secondary).

Since then, Linda has been commissioning editor for David Fulton Publishing (SEN) as well as editor of a number of educational journals and newsletters: she has also written books, practical classroom resources, Masters course materials and school improvement guidance. She maintains her contact with school practitioners through her work as a part-time ITT tutor and educational consultant.

## SEND specialist

**Sue Briggs** has been supporting the education and inclusion of children with special educational needs and disabilities, and their parents, for over 20 years;

variously as teacher, Ofsted inspector, specialist member of the SEN and Disability Tribunal, school improvement partner, consultant and adviser. She holds a masters degree in education, a first class BEd and a diploma in special education (DPSE distinction). Sue was a national lead for the Achievement for All programme (2011–13) and a regional adviser for the Early Support programme for the Council for Disabled Children (2014–15) and is currently an independent education and leadership consultant.

Sue is the author of several specialist books and publications including *Meeting SEND in Primary Classrooms* and *Meeting SEND in Secondary Classrooms* (Routledge, 2015).

## Subject specialists

### Art

**Gill Curry** was head of art in a secondary school in Wirral for 20 years and advisory teacher for art and gifted and talented strand coordinator. She has an MA in print from the University of Chester and an MA in women's studies from the University of Liverpool. She is a practising artist specialising in print and exhibits nationally and internationally, running courses regularly in schools and print studios.

**Kim Earle** is vice principal at Birkenhead High School Academy for Girls on the Wirral. She has previously been a head of art and head of creative arts, securing Artsmark Gold in all the establishments in which she has worked. Kim was also formerly Able Pupils and Arts Consultant in St Helens, working across special schools and mainstream schools with teaching and support staff on art policy and practice. She still teaches art in a mixed ability setting in her current school and works closely with local schools and outside organisations to address barriers to learning.

### Design and technology

**Louise T. Davies** is founder of the Food Teachers Centre, offering advice and guidance to the DfE and other organisations based on her years of experience as a teacher and teacher trainer, and her role in curriculum development at QCA and the Royal College of Art. She led innovation at the Design and Technology Association, providing expertise for a range of curriculum and CPD programmes and specialist advice on teaching standards and best practice, including meeting special educational needs. Most recently, she has worked as lead consultant for the School Food Champions programme (2013–16) and as an adviser to the DfE on the new GCSE in food preparation and nutrition.

## **English**

**Tim Hurst** began his career as an English teacher at the Willian School in Hertfordshire, becoming Second in English before deciding that his future lay in SEND. He studied for an advanced diploma in special educational needs and has been a SEN co-ordinator in five schools in Hertfordshire, Essex and Suffolk. Tim has always been committed to the concept of inclusion and is particularly interested in reading development, which he passionately believes in as a whole-school responsibility.

## **Geography**

**Graeme Eyre** has considerable experience of teaching and leading geography in secondary schools in a range of different contexts, and is currently Assistant Principal for Intervention at an academy in inner London. Graeme is a consultant to the Geographical Association and a Fellow of the Royal Geographical Society. He has also delivered training and CPD for teachers at all levels. He holds a BA in geography, a PGCE in secondary geography and an MA in geography education.

## **History**

**Ian Luff** taught in comprehensive schools for 32 years and was head of history in four such schools, writing extensively and delivering training in teaching the subject. He served in the London Borough of Barking and Dagenham as advisory teacher and as deputy headteacher at Kesgrave High School in Suffolk. Ian was made an honorary fellow of the Historical Association for contributions to education in 2011 and is currently an associate tutor and PhD student in the School of Education and Lifelong Learning at the University of East Anglia.

**Richard Harris** taught in comprehensive schools for 16 years, and was a head of history and head of humanities, as well as teacher consultant for history in West Berkshire. He has spent 15 years working with trainee history teachers at the universities of Southampton and Reading and is currently director of teaching and learning as well as researching issues mainly relating to history education. He has advised government bodies and worked extensively with the Council of Europe on teacher education and history education. He was made an honorary fellow of the Historical Association in 2011.

## **Maths**

**Max Wallace** has nine years' experience of teaching children with special educational needs. He currently works as an advanced skills teacher at an inclusive mainstream secondary school. Appointed as a specialist leader in

education for mathematics, Max mentors and coaches teachers in a wide network of schools. He has previously worked as a head of year and was responsible for the continuing professional development of colleagues. He has a doctorate in mathematics from Cardiff university.

## **Music**

**Victoria Jaquiss** trained as a teacher of English and drama and held posts of English teacher and head of PSE, music and expressive arts at Foxwood School. She became a recognised authority on behaviour management and inclusion with children in challenging circumstances. The second half of her career has involved working for the Leeds Music Service/ArtForms as Steel Pan Development Officer and deputy inclusion manager/teacher. She was awarded the fellowship of the Royal Society of Arts in 2002.

**Diane Paterson** began teaching as a mainstream secondary music teacher. She went on to study how music technology could enable people with severe physical difficulties to make their own music, joining the Drake Music project in Yorkshire and becoming its regional leader. She then became inclusion manager/teacher at Leeds Music Service/ArtForms, working with children with additional needs. As secretary of YAMSEN: SpeciallyMusic, she now runs specialist regional workshops, music days and concerts for students with special/ additional needs and their carers.

## **PE and sport**

**Crispin Andrews** is a qualified teacher and sports coach, and has worked extensively in Buckinghamshire schools coaching cricket and football and developing opportunities for girls in these two sports. He is currently a sports journalist, writing extensively for a wide range of educational journals, including *Special Children* and the *Times Educational Supplement*, and other publications such as *Cricket World*.

## **Religious education**

**Dilwyn Hunt** taught RE for 18 years before becoming an adviser first in Birmingham and then in Dudley. He currently works as an independent RE adviser supporting local authorities, SACREs and schools. He is also in demand across the country as a speaker on all aspects of teaching RE, in both mainstream and special settings. He is the author of numerous popular classroom resources and books and currently serves as the executive assistant in the Association of RE Inspectors, Advisers and Consultants.

## ***Science***

**Marion Frankland** (CSciTeach) has been teaching for 16 years and was an advanced skills teacher of science. She has extensive experience of teaching science at all levels in both mainstream and special schools, and has worked as a SENCO in a special school, gaining her qualification alongside her teaching commitment.

## A few words from the series editor

The original version of this book formed part of the 'Meeting SEN in the Curriculum' series which was published ten years ago to much acclaim. The series won a BERA (British Educational Resources Award) and has been widely used by ITT providers, their students and trainees, curriculum and SEN advisers, department heads and teachers of all levels of experience. It has proved to be highly successful in helping to develop policy and provision for learners with special educational needs or disabilities.

The series was born out of an understanding that practitioners want information and guidance about improving teaching and learning that is *relevant to them* – rooted in their particular subject, and applicable to pupils they encounter. These books exactly fulfil that function.

Those original books have stood the test of time in many ways – their tried and tested, practical strategies are as relevant and effective as ever. Legislation and national guidance has moved on however, as have resources and technology; new terminology accompanies all of these changes. For example, we have changed the series title to incorporate the acronym 'SEND' (special educational needs or disability), which has been adopted in official documents and in many schools in response to recent legislation and the revised Code of Practice. The important point to make is that our authors have addressed the needs of pupils with a wide range of special or 'additional' needs; some will have education, health and care (EHC) plans which have replaced 'statements', but most will not. Some will have identified 'syndromes' or 'conditions' but many will simply be termed 'low attainers'; pupils who, for whatever reason, do not easily make progress.

This second edition encompasses recent developments in education, and specifically in modern foreign languages teaching. At the time of publication, education is still very much in an era of change; our national curriculum, monitoring and assessment systems are all newly fashioned and many schools are still adjusting to changes and developing their own ways forward. The ideas

and guidance contained in this book, however, transcend the fluctuations of national politics and policy and provide a framework for ensuring that pupils with SEND can 'enjoy and achieve' in their MFL lessons.

NB: The term 'parent' is used throughout and is intended to cover any adult who is a child's main care-giver.

*Linda D. Evans*

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# Introduction

## Ours to teach

**Your class:** thirty individuals to teach – to encourage, motivate and inspire; thirty individuals who must be seen to make good progress regardless of their various abilities, backgrounds, interests and personalities. This is what makes teaching so interesting!

**Jason** demonstrates very little interest in school. He rarely completes homework and frequently turns up without a pen. He finds it hard to listen when you're talking and is likely to start his own conversation with a classmate. His work is untidy and mostly incomplete. It's difficult to find evidence of his progress this year.

**Zoe** tries very hard in lessons but is slow to understand explanations and has difficulty in expressing herself. She has been assessed as having poor communication skills but there is no additional resourcing for her.

**Ethan** is on the autistic spectrum and finds it difficult to relate to other people, to work in a group and to understand social norms. He has an education, health and care plan which provides for some TA support but this is not timetabled for all lessons.

Do you recognise these youngsters? Our school population is now more diverse than ever before, with pupils of very different abilities, aptitudes and interests, from a wide range of cultures making up our mainstream and special school classes. Many of these learners will experience difficulties of some sort at school, especially when they are faced with higher academic expectations at the end of KS2 and into KS3–4.