**Inclusion in my subject area: Latin**

*What is in place in your subject area for teaching it to children with SEND/EAL or GDS?*

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| **Cognition and learning**  | **Communication and Interaction** |
| **Subject challenges for additional needs** | **Provision for additional needs** | **Subject challenges for additional needs** | **Provision for additional needs** |
| Retaining information: definitions of words in Latin. Limited reading skills.  | Key words displayed on iwb/ tables with visual. Word banks. Dual coding. iPads – children to have access to google translate. Pre-teach key vocabulary – recap previous vocabulary.  | Difficulties processing language.  | Opportunities to express learning in different ways e.g. art. Recap of new vocabulary at the beginning of each lesson. Repetition with key vocabulary. Sentence starters. Opportunity to practice rehearsing sentences with a partner.  |
| **Physical and Sensory** | **Social, Emotional and Mental Health** |
| **Subject challenges for additional needs** | **Provision for additional needs** | **Subject challenges for additional needs** | **Provision for additional needs** |
| Handwriting Stamina for writing  | Work in smaller groups. Use a range of resources to record work including art, iPad’s, voice recorders. | Difficulty working with others. Anxiety when performing in front of a group.  | Work in smaller groups/ partners.Record outcome in different way e.g. voice recording. Different role in task, hold up a whiteboard with speech/ key vocabulary on.  |

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| **Opportunities for further challenge in my subject (GDS):** |
| * Ordering and sorting information given – creating categories and content.
* How does this relate to…? Link previous knowledge.
* Would you rather…? Justify answers.
* Create a short conversation.
* If this is the answer, what would the question be?
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**3 non-negotiables for inclusion in key subjects:**

1. Retrieval of previous knowledge at the beginning of each lesson.

2. Key vocabulary available to support learning.

3. Orally practice vocabulary and sentences prior to tasks.