

## **SOME THOUGHTS ON HOW MODERN LANGUAGES FOR PUPILS WITH PROFOUND AND COMPLEX NEEDS MIGHT FIT INTO AN INCLUSIVE FRAMEWORK**

### **INTRODUCTION**

For the entitlement to language learning for all school children to remain a reality it needs to be incorporated into the national MFL framework at all levels. This does not mean that every child **must** lay claim to his/her entitlement, but that appropriate provision should be there for every child who wishes to take advantage of it.

As with the primary framework, it is possible to envisage a 'preparation for language learning' stage which is concerned with the pre-dispositions required of any successful language learner. The following suggestions therefore focus on 'language awareness', in the belief that such awareness will benefit children working at any level, and apply to understanding and skills associated with first as well as a possible second language.

The progression envisaged also incorporates notions of communication, community awareness and involvement, empathy, and citizenship. The units outlined below are progressive, but not all units will be appropriate for every child. The precise content of each unit will be determined by the prior and current experience of each child and his/her potential for development.

The suggestions below are at a very early stage and would require a lot more work and consultation with teachers working with children who would be offered this provision; it seems likely, given their commitment, that some of them would be willing and able to refine and develop the draft ideas set out below. At this stage, no attempt has been made to define the levels of support which might be offered and the range of evidence suggested is speculative.

The emphasis here is on 'language experiences'. It should be possible to devise a parallel suite of units which focus on 'cultural experiences', i.e. drawing upon 'foreign' stimuli to supplement opportunities for extending sensory awareness.

The grid on the next page shows how these ideas might be incorporated into the Scottish National Qualifications Framework, building on existing NQ Units.