

LEARNING VILLAGE

# SEND LEARNERS USING THE LEARNING VILLAGE



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# *What makes the Learning Village a good tool for SEND learners?*

## **The Learning Village is ideal for learners with SEND because it:**

- delivers learning through the universal language of images
- provides a clear, organised and systematic learning environment
- is based on the gradual, cumulative building of skills and knowledge
- proceeds in small steps from simple to complex structures, building on existing learning
- deals with small units of information (vocabulary and grammatical structures), concentrating on one structure and as few as six units of vocabulary at a time
- is based on language 'drills', using tight structural frames, with minimal changes
- allows for the extensive practising of skills in different settings and through different channels
- obliges the revision of elements until they are firmly embedded.

*"We also focus on the Curriculum Content lessons with our SEN children. The language needed for the curriculum is not everyday language, and it can be overwhelming for these children. Through the Learning Village, we can pre-teach and the children can pre-learn the vocabulary they need."*

**Sarah Jones, EAL Coordinator, Lea Forest Academy**



## The Learning Village also:

- explicitly spells out rules and structures and explains irregularities
- places an initial emphasis on oral (speaking and listening) work
- provides a full Phonics programme teaching sound-meaning correspondence
- provides translation back to a learner's home language
- teaches learning strategies that help promote independent learning
- promotes the explicit teaching of reading strategies
- operates within a self-paced learning environment
- includes a wealth of Scaffolding resources, guiding learners through practice activities and building up to independent written work
- gives learners with SEND real opportunities for success!

## *Let's take a closer look at some of these elements.*



### **A clear, organised and systematic learning environment**

It is recommended that when teaching SEND learners, an organized classroom is maintained and distractions limited: SEND learners benefit from a clear, systematic learning environment and methodology. The Learning Village is designed to allow learners to immerse themselves in one consistent language-learning strategy that is presented progressively and clearly.



### **EAL Scaffolding resources**

Scaffolding is of vital importance for EAL learners with SEND when approaching writing tasks. The Learning Village offline Scaffolding Resources take learners from short sentence-level work up to longer, more complex, independent pieces of work. Based on simple, engaging, original texts, the resources make careful use of colour-coding, templates and graphic organisers as visual structural aids for reading and writing.



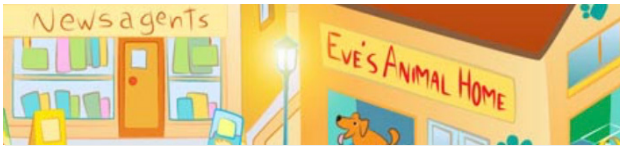
### **Translation**

The Learning Village incorporates a translation tool, which provides translation into the 100 most commonly used languages. Audio translations are also supported for around 10 languages. Referring back to a learner's home language can be a vital part of the language-learning process for learners with SEND.



### **Breaking down and building up**

On the Learning Village, language-learning tasks are broken down into small, manageable elements of vocabulary and language structure. These build one on another, progressively. This ensures that new language is introduced one small step at a time, layering the language structure around the learnt vocabulary.



## Patterns, repetition and drills

Learning on the Learning Village is presented in repeated patterns of language (for example, 'Have you got any coffee?' 'Have you got any milk?' Or 'There is a farm by the volcano', 'There are some houses by the volcano'), supporting learners with their use of vocabulary in a number of modalities. Once learners can use those structures ('Have you got any...' or 'There is/are...'), they can use them with a multitude of other words.



## The Phonics Journey

SEND EAL learners often need explicit explanation on how to pronounce sounds and how these correspond to letters and spelling rules. They also need to hear and physically experiment with the sounds. The Learning Village Phonics Journey is a full, systematic phonics programme. Throughout the Learning Village, the microphone and recording facility allows learners to hear and practise word pronunciation.



## Multi-sensory and multi-channel

Learning in the Learning Village is image- and topic-based. The necessary language is pre-taught and learners are supported with clear visuals.

The Learning Village presents the same learning in many different ways, to reinforce content. For example, learners are asked to match an image to text, audio to text (or vice versa) or to spell and order words on the topic that is presented.

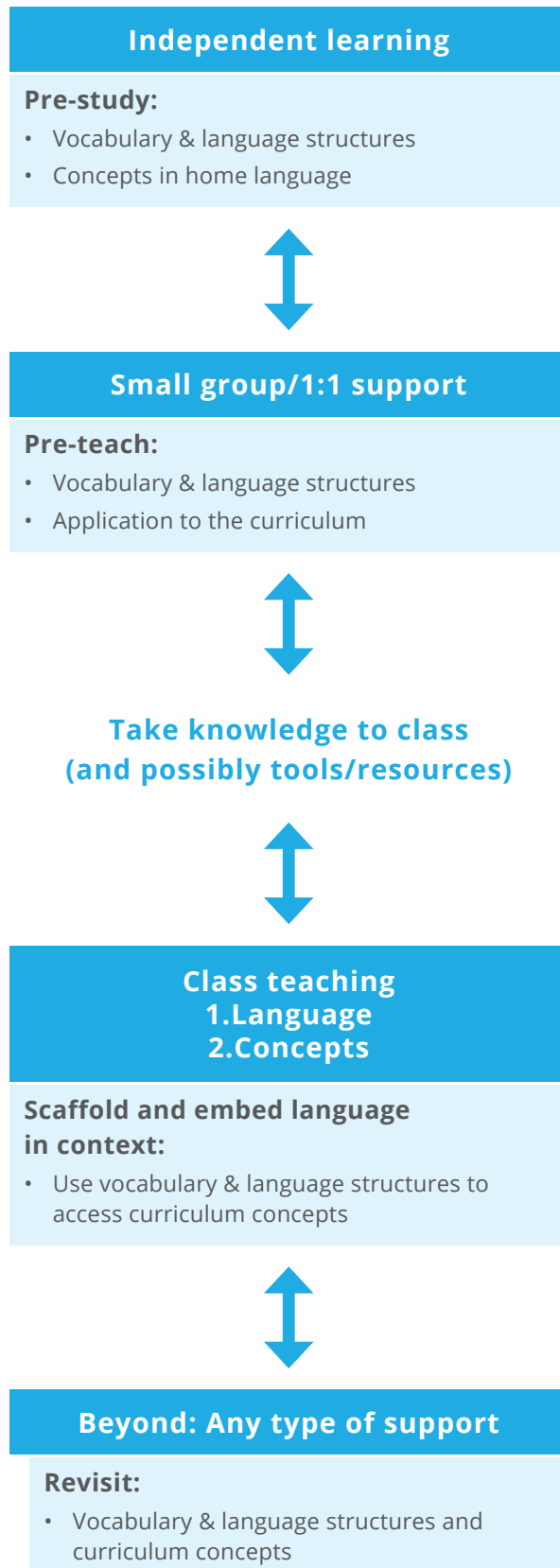
Pre-teaching and modelling is a large part of what the Learning Village does.

"Pre-teaching activities aid students with an SpLD [specific learning difference] to cope with listening and reading texts and with the difficulties they might experience in producing oral and written discourse."

Kormos, J & Smith, A M (2012). *Teaching foreign languages to learners with specific learning differences*. Bristol. *Multilingual Matters*.



## Supportive flow of learning





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