

SEND-Ambition and Access in Modern Foreign Languages (MFL)

Ambition –What are we aiming for children with SENs to achieve in this subject?

By the time children leave year 6, they are at an entry level corresponding to the MFL curriculum in KS3 and are able to make the transition to secondary smoothly using their previous learning and knowledge from KS2.

SEN is not a limiting factor to progression in MFL. At Lea Endowed CE Primary School, Modern Foreign Languages (MFL) is taught in KS2. We follow a spiral curriculum approach where our key aim is to be inclusive for all pupils. Using whole class teaching, learning is organised into six termly themes which are repeated across each year group. In this way, pupils develop their subject specific vocabulary alongside their ability to use and understand a wider range of grammar when speaking, listening and writing. A multisensory approach to learning is used with a wide range of audio, visual and kinaesthetic teaching styles throughout all levels of learning that support working memory. Repetition and practise are at the core of the program with a focus on the visualisation of the information presented along with lots of choral recital.

Access –What amendments are made to the subject in order to help children with SENs to achieve?

- Differentiated desk-based activities are all carefully adjusted to three levels of attainment (Easy/Medium/Hard)
- Activities are supported by a range of flashcards, mini flashcards, and picture vocabulary sheets to boost confidence and memory skills as tasks are completed.
- Language is 'chunked' when appropriate. Text is reduced if required and instructions are shorter and concise. Language is carefully chosen in both English and the foreign language, and layout, colour, size, and type of font used is carefully considered.
- Cutting and pasting options are provided for pupils that have barriers to completing written activities, and extra lines, boxes and word banks are added where appropriate to support pupils in their reading and, where appropriate, written tasks.
- Groups are mixed ability to allow children with SEN to access peer support if required.
- Extra time is available to allow children with SEN to provide verbal responses.