



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

Ambition

What are we aiming for pupils with SEND to achieve in MFL?

We have high aspirations for all pupils with SEND and believe that every child can make meaningful progress within the Modern Foreign Languages curriculum. A pupil's SEND should not be viewed as a barrier to language learning, communication or participation.

By the end of Key Stage 2, pupils are supported to develop the knowledge and skills needed to continue their language learning journey into Key Stage 3, building confidence in listening, speaking, reading and writing in a foreign language.

MFL provides valuable opportunities for pupils to develop communication skills, memory, confidence and an appreciation of different cultures. Through ambitious teaching, repetition, practice and appropriate support, pupils with SEND are enabled to participate fully and develop their linguistic skills from their individual starting points.

Access

How do we adapt teaching so pupils with SEND can access and succeed in MFL?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced curriculum that revisits and builds upon prior learning, reinforcing key vocabulary, phrases, pronunciation and grammatical structures.
- A multisensory approach using audio, visual, kinaesthetic and practical activities to support memory, recall and confidence.
- Explicit modelling of pronunciation, sentence structures and language patterns, with opportunities for repetition and rehearsal.
- Chunking new language into manageable sections and providing additional opportunities for practice and retrieval.
- Visual supports such as flashcards, picture vocabulary, dual coding, gestures and visual prompts to support understanding and recall.
- Pre-teaching and revisiting key vocabulary where appropriate.
- Adapted written activities, including reduced text, clear layouts, word banks, additional prompts and alternative ways to record responses where required.
- Flexible approaches to demonstrating understanding, including verbal responses, practical activities, matching tasks, visual responses and digital methods where appropriate.
- Additional processing time and opportunities for pupils to rehearse responses before speaking activities.
- Carefully selected resources that consider accessibility, including font, layout, colour, language complexity and presentation.
- Opportunities for collaborative learning through mixed-attainment pair and group work, allowing pupils to benefit from peer modelling and support.



- Use of appropriate technology and accessibility features where this supports participation and independence.
- Inclusive assessment approaches that allow pupils to recognise and celebrate their progress and achievements.

Our aim is that every pupil can access a broad and ambitious MFL curriculum, develop confidence in communicating in another language, appreciate different cultures and make meaningful progress from their individual starting points.