



MODERN FOREIGN LANGUAGES (MFL) Key Stage 2 only

Barriers to and solutions for Engagement, Progress and Achievement in Music

- Use of word banks support understanding of **new vocabulary** for **all children**
- Clarity of instruction, explanations and modelling are crucial
- Some children with SEN maybe overwhelmed by noise, but some may thrive and enjoy this
- More difficult for those children who are already speaking two languages- SEND barriers to learning as well as possible EAL
- Ensure that children have lots of opportunities to speak and practice, less about recording, for children who find this difficult

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC/ADHD	Speech and language	Cognition and Learning	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Emotional needs if hard to hear others may feel excluded • Hearing words • Accent • Unfamiliar phonemic sounds • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary Confidence 	<ul style="list-style-type: none"> • Seeing resources • Many resources are whiteboard based and this is hard to see • May struggle with contrasting colours on the board 	<ul style="list-style-type: none"> • Recording words – especially accents • Physical movements/actions 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning • Remembering/ recall new vocabulary • 	<ul style="list-style-type: none"> • Difficulty recording • Concentration span • Difficulties sharing • Noise/sounds overstimulating or overwhelming • Noise (e.g. singing MFL songs or whole class repetition of words) • Difficulty processing language 	<ul style="list-style-type: none"> • Understanding instructions and language • Articulation of new sounds 	<ul style="list-style-type: none"> • difficulty in understanding instructions • Recalling new vocabulary • Difficulties with reading and writing in home language already • Cognitive overload 	<ul style="list-style-type: none"> • Participation • Team/partner work/ collaboration • Sharing materials. • Focus • Motivation • Frustration/self esteem



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Solutions Identified by subject co-ordinator, SENCO, Class teacher	<ul style="list-style-type: none"> Headphones if noise sensitive Pictorial representations Vocab lists and explanations Position within the class for good sound Checking right levels with any hearing aid equipment 	<ul style="list-style-type: none"> Enlarged resources/ label them clearly Knowledge/graphic organisers Training for staff seating 	<ul style="list-style-type: none"> Different ways of recording Use of sentence builders 	<ul style="list-style-type: none"> Re-teaching to build memory Build in repetition within lesson Visual prompts Vocabulary prompt sheets 	<ul style="list-style-type: none"> Ear defenders if needed Step by step instructions Extra supervision may be needed if available Pre-negotiate where is best in the room to work. Time out if needed Low arousal areas may be needed in the room for some. Oral work- limit need for recording Matching pictures to words Choosing pictures in response to words 	<ul style="list-style-type: none"> Visual prompts for instructions Pre-teach and practise new words Display key words Be aware of difficulties in producing new sounds in other languages 	<ul style="list-style-type: none"> Word banks- key words available each lesson Visual prompts Alternative methods of recording Use mind maps to assess prior learning and add to this as they build on their knowledge/ understanding. Use of sentence builders Pictures and words matching Build confidence Oral work- limit need for recording 	<ul style="list-style-type: none"> Modelling and explanations clarity Groupings need to be carefully chosen-supportive partners Timers for when to stop Praise and encouragement Not made to individually speak in front of the class