



Barriers to and solutions for Engagement, Progress and Achievement in MFL (French) KS2 only-

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) Physical Impairment	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	<p>Emotional needs if hard to hear others may feel excluded</p> <p>Hearing words</p> <p>Accent</p> <p>Unfamiliar phonemic sounds</p> <p>Difficulty in hearing instructions from</p>	<p>Seeing resources</p> <p>Many resources are whiteboard based and this is hard to see</p> <p>May struggle with contrasting colours on the board</p>	<p>Recording words – especially accents</p> <p>Physical movements/ actions</p>	<p>Difficulty recalling instructions</p> <p>Difficulty recalling prior learning</p> <p>Remembering/ recall new vocabulary</p>	<p>Difficulty recording</p> <p>Concentration span</p> <p>Difficulties sharing</p> <p>Noise/sounds overstimulating or overwhelming</p> <p>Noise (e.g. singing MFL songs or whole class repetition of words)</p>	<p>Understanding instructions and language</p> <p>Articulation of new sounds</p>	<p>Difficulty in understanding instructions</p> <p>Recalling new vocabulary</p> <p>Difficulties with reading and writing in home language already</p> <p>Cognitive overload</p>	<p>Participation</p> <p>Team/partner work/ collaboration</p> <p>Sharing materials.</p> <p>Focus</p> <p>Motivation</p> <p>Frustration/ Self-esteem</p>

	<p>teacher/peers</p> <p>Filtering noise to hear what is important</p> <p>Low self-esteem</p> <p>Difficulty with vocabulary</p> <p>Confidence</p>				Difficulty processing language			
Solutions	<p>Headphones if noise sensitive</p> <p>Pictorial representations</p> <p>Vocab lists and explanations</p> <p>Position within the class for good sound</p> <p>Checking right levels with any</p>	<p>Enlarged resources/ label them clearly</p> <p>Knowledge/ graphic organisers</p> <p>Training for staff</p> <p>Seating</p>	<p>Different ways of recording</p> <p>Use of sentence builders</p>	<p>Re-teaching to build memory</p> <p>Build in repetition within lesson</p> <p>Visual prompts</p> <p>Vocabulary prompt sheets</p>	<p>Ear defenders if needed</p> <p>Step by step instructions</p> <p>Extra supervision may be needed if available</p> <p>Pre-negotiate where is best in the room to work.</p> <p>Time out if needed</p>	<p>Visual prompts for instructions</p> <p>Pre-teach and practise new words</p> <p>Display key words</p> <p>Be aware of difficulties in producing new sounds in other languages</p>	<p>Word banks- key words available each lesson</p> <p>Visual prompts</p> <p>Alternative methods of recording</p> <p>Use mind maps to assess prior learning and add to this as they build on their knowledge/ understanding.</p>	<p>Modelling and explanations clarity</p> <p>Groupings need to be carefully chosen supportive partners</p> <p>Timers for when to stop</p> <p>Praise and encouragement</p> <p>Not made to individually</p>

	hearing aid equipment				<p>Low arousal areas may be needed in the room for some.</p> <p>Oral work- limit need for recording</p> <p>Matching pictures to words</p> <p>Choosing pictures in response to words</p>		<p>Use of sentence builders</p> <p>Pictures and words matching</p> <p>Build confidence</p> <p>Oral work limit need for recording</p>	<p>speak in front of the class</p>
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