

	MFL SEND Barriers to Learning in MFL			Adaptive strategies to Support SEND to overcome barriers
	EYFS	KS1	KS2	
Cognition & Learning			- Retaining prior learning - Retaining new vocabulary - Working memory – learning and retaining new language - Grammatical structure of Spanish (children who are not secure with this in English will find this a challenge) - Writing in another language - Reading words in another language - Phonics application – different language rules	- Visual support e.g. Widgit online - Begin lesson with review of vocabulary and definitions- physical, visual resources - Scribe/ note take or film - Learning through song and rhyme - Visual mind maps - Pre-teaching - Photos to support prior learning - Use of additional adult - Creative lessons – not always writing - Small group teaching opportunities - Provide worked examples - Pre reading with key adult - Working wall added to and referred to - Multi-sensory approaches - Consider use of MFL across other aspects of the day e.g. register, lining up
Communication and Interaction			- Social interaction / group work - Pronunciation - Inability to immerse in new cultures - Emotions – ASD – overwhelmed - Spoken Language (DLD)	- Smaller groups - Widgit Online visual resources - Widgit online dual language feature – labels in class etc - Mixed groupings/ managed parings - Vocabulary lists with visual aids to support - Use of multi-sensory approaches to learn new language through song, actions with words, picture stimuli.

				• Social stories • Clear and simple resources to avoid processing difficulties • Use concrete examples • Adults to model language • Lots of opportunity for repetition
Social, Emotional and Mental Health	•	•	• Refusal to join in • Over-excited behaviour – leading to challenging behaviour • Short focus/attention span • Taking longer to understand • Need extra time/adult modelling	• Creative lesson content • Additional adult use – re-model • Say new words/ phrases together rather than individually. • Choral practice, rather than individual • Give extra time • Refer back to key phrasing throughout the day
Physical, Sensory & Medical			• Hearing impairment – becoming ‘lost’ easier during songs/videos. Mis-hearing pronunciation. Needing extra practice • Visual impairment	• Consider seating arrangements • Extra time given, with an adult, to rehearse, ask questions, re-model, check-in • Enlarged resources • Check that they can hear • Subtitles • Transcripts given alongside audio • Typed up lyrics to accompany songs/rhyme