

## Support for Pupils with SEND in MFL

### Responsive Planning



1. Use a range of assessment methods (speaking, listening, reading, writing, audio/video recordings)
2. Allow extended time or alternative formats for language tasks where needed
3. Present new language in multiple ways (spoken, written, visual, gestures)
4. Adapt lessons based on ongoing observation of pupils' understanding and responses
5. Pre-teach and revisit key vocabulary, phonics, and sentence structures
6. Use visual prompts, timetables, and routines to support comprehension
7. Model pronunciation and sentence patterns clearly for pupils to imitate
8. Include a variety of activities (speaking, listening, reading, writing, singing)
9. Ensure resources are accessible (labelled, colour-coded, symbols, large print)
10. Recognise some pupils may prefer individual language tasks over group speaking

### Instructional Flexibility



1. Use flexible grouping and vary support depending on the task
2. Rotate groups so pupils practise language with different peers
3. Mix abilities to support peer learning in speaking and listening activities
4. Provide multiple ways to demonstrate learning (oral, written, visual, digital)
5. Use assistive technology such as Seesaw to record work
6. Incorporate audio and video tools to support pronunciation and listening
7. Use text-to-speech or speech-to-text tools to support language access
8. Scaffold speaking with sentence starters, word banks, and structured dialogues
9. Provide visual and auditory supports (images, symbols, recordings)
10. Use interactive and physical activities (songs, actions, role play)

### Collaborative Reflection



1. Encourage peer feedback and cooperative learning in speaking activities
2. Include pupil voice when reflecting on language learning and confidence
3. Use self-assessment to reflect on pronunciation, vocabulary, and progress
4. Provide opportunities to practise language independently and in groups
5. Assistant teachers to support small groups, modelling communication
6. Use recordings (audio/video) to review and improve speaking skills
7. Use questioning to reflect on language use and understanding
8. Encourage pupils to plan, monitor, and evaluate their communication
9. Create a supportive environment that builds confidence and resilience in speaking
10. Work with families and external services to support language development

### Cultural and Emotional Sensitivity



Lessons focusing on The Gates Golden Goals	Respect diverse backgrounds and learning needs through real life role models	Use restorative approaches to support behaviour: PACE, Emotional Coaching Positive Regard	Children to look for role models and praise peers to create positive reinforcement.	Allow pupils to set personal goals for each session, fostering intrinsic motivation
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