



Edgbarrow School: SEND & Curriculum Provision Statement

Subject: MFL

At Edgbarrow School, SEND provision is delivered through an inclusive, whole-school framework that enables all pupils to **Enjoy, Grow, and Achieve**. The SEND Department, subject specialists, and pastoral teams collaborate closely with families to ensure reasonable adjustments and early identification of barriers to learning are systematically embedded across the curriculum.

Our continuum of support ensures that every pupil accesses an ambitious curriculum, participates fully, and makes strong progress.

Our classroom pedagogy relies on proven learning strategies, delivered through the **Edgbarrow Essentials**:

- **Positive Learning Routine:** Active Recall
- **Feedback:** Checking for understanding and purposeful circulation
- **Questioning:** Strategic cold calling and responsive dialogue
- **Modelling:** Explicit instruction (*I Do, We Do, You Do*)
- **Oracy:** High-expectation verbal refinement (*Say It Again, Better*)

Where pupils require additional support to overcome specific barriers to learning, we routinely embed reasonable adjustments and adaptive strategies within the mainstream classroom:

- **Strategic seating plans** optimised for learning dynamics, sensory needs, and peer collaboration
- **Targeted deployment of additional adults** focused on scaffolding independence rather than reliance
- **Subject-specific adaptations and scaffolds, such as:**

MFL Subject Specific Strategies:

Vocabulary & Knowledge Acquisition

- **Pre-teaching of new vocabulary** before lessons.
- **Dual-coded vocabulary lists** combining the word, an image, and a pronunciation guide.
- **Knowledge organisers** dedicated to key vocabulary.
- **Word banks** made available during both speaking and writing tasks.
- **Regular retrieval practice** of key phrases.
- **Matching exercises** to reinforce word meanings.

Speaking & Pronunciation Support

- **Teacher modelling** paired with choral repetition.
- **Sentence stems** and speaking frame cards for structured speaking.
- **Low-stakes partner practice** and rehearsing responses before whole-class or group speaking.
- **Visual prompts** to actively support and cue dialogue.

Listening & Audio Support

- **Audio support** for correct pronunciation.
- **Repeated audio clips** to allow multiple opportunities for processing.
- **Visual support** integrated directly into listening tasks.
- **Guided listening grids** and dedicated listening support sheets.



Reading & Text Comprehension

- **Short, chunked texts** to prevent cognitive overload.
- **Glossaries** provided directly alongside texts.
- **Highlighting key information** within reading materials.
- **True/false tasks** utilized as a stepping stone before asking open-ended questions.
- **Translation support** that is gradually reduced (faded) over time.

Writing Scaffolds & Structures

- **Sentence builders** to assist with syntax and structure.
- **Writing frames** and paragraph scaffolds.
- **Model answers** to demonstrate what success looks like.

Classroom Environment & Material Design

- **Clear, uncluttered worksheets** to support focus.
- **Large print** vocabulary sheets.
- **Consistent use of visual aids** throughout all lessons.
- **Clear expectations** for classroom participation.
- **Positive reinforcement** explicitly tied to student effort.

Impact within MFL is clearly demonstrated through strong outcomes and high engagement among all learners.

We are proud to have a successful uptake at both Key Stage 4 and Key Stage 5, which stands as a testament to the fact that our SEND students feel fully supported and are never deterred from pursuing MFL at a higher level. This strong continuity is driven by a curriculum that instils a genuine passion for learning, allowing students to develop both linguistic expertise and vital lifelong skills. Our positive impact is further mirrored in excellent destination data for post-16 and post-18 pathways, alongside consistently encouraging student feedback. This highlights that our inclusive, structured classroom environment helps all young people build the confidence, independence, and passion for travel and speaking they need to thrive. Furthermore, students successfully develop their skills via the rich co-curricular and enrichment activities on offer by the department, including active participation in trips.

This tiered framework ensures the vast majority of pupils' needs are effectively met within the mainstream classroom. For pupils with more complex or significant needs, tailored, higher-tier support is coordinated by the Inclusion Department, augmented where necessary by specialist staff, targeted interventions, and external agencies.