



Modern Foreign Languages at The Grove

1. Scope

The Grove recognises that languages are part of the cultural richness of our society and the world in which we live and work, and that learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. *National Curriculum QCA 2009*

1.1 At The Grove we value diversity and celebrate differences. Our **Cultural Studies Curriculum** provides scope and breadth for pupils working within the semi-formal pathways, to learn about different cultures and hear a variety of languages. Our **Enrichment** offer provides an MFL option for pupils who can access this and who are working within the examinations pathway. Our links with Heartlands High School within our Trust provides scope to study MFL at KS3&4 where a pupil shows aptitude and desire to study a language. We can also provide access to the **Supported Community Language** programme that allows identified pupils to be entered for a GCSE in their home language. Our **PHSE curriculum** explores diversity and protected characteristics with **Global Citizenship** being promoted through our partnership link with Multikids Inclusive Academy in Ghana; these are all supported through the strong work we do in **SMSC** as acknowledged by our SMSC Award.

2. Pupil Context

Our curriculum provision is rooted within the pupil context of our school. This includes pupils' current attainment within English and their SCERTS profiles in identifying readiness for learning.

- 74% of our pupils are working within our semi-formal curriculum which is pre-key stage standards 1-4
- 26% of pupils are working within the National Curriculum Framework (KS1-4) of these;
 - 42% are working within the KS1 framework
 - 38% are working within the KS2 framework
 - 20% are working within the KS3 framework

The SCERTS framework emphasises development of social communication and emotional regulation as readiness for learning. 100% of pupils are working within the SCERTS framework stages which focus on **social communication** and **emotional regulation** at developmental stages between 0-5 Years.

- 26% are Social Partner Stage (0-18 Months)
- 49% are Language Partner Stage (18-36 months)
- 25% are Conversational Partner Stage (36-60 months)

3. Summary

Paragraph 6.12 of The SEND code of practice states *“Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.”*

It is our belief that the curriculum vision and Intent at The Grove sets out to address the areas of difficulty faced by our pupils and seeks to tackle those barriers they face to achieve within their learning and managing their autism diagnosis. It is developmentally appropriate, academically, socially and emotionally.

Therefore, school leaders have decided not to include modern foreign languages within our curriculum as defined within the National Curriculum. Instead we have taken an approach to provide the scope of offer and experiences as outlined in paragraph 1.1.

4. Agreed by

Headteacher

CEO SEARCH Education Trust

CoG

