

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

French

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Planning is carefully considered in order to meet the needs of all pupils.
- A range of activities planned to cater to different learning styles.
- Support staff are made use of, where available.
- Flexible grouping used - use of partners, mixed-ability groups and also independent work.
- Discussions with class teachers regarding IEPs/LSPs. Do subject specific additional resources need to be purchased, e.g multilingual flash cards or pictorial dictionaries?
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Awareness of EAL and SEND - ensure EAL is not hindering learning or confused as SEND (Use of ICT- Google translate, other EAL pupils to support etc)
- Discussions with children.
- Knowledge organisers available on the working wall for children to refer to throughout the unit. (Pre-teaching and regular repetition)
- Knowledge organisers available on the school website for parents to explore at home with them.

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision
<p>Recall of vocabulary in English to be able to translate to French</p> <p>Different structure of sentences may be difficult for children whose sentence level knowledge is poor in English. Word order.</p>	<ul style="list-style-type: none"> • Use of knowledge organisers, pictorial, real objects and representations with French and English versions. • Embed vocabulary through chats, songs rhymes and other ways that will support recall.

<p>Understanding what a noun, adjective or verb is, to then be able to apply grammar rules masculine/feminine agreement in French- e.g adjectival endings.</p>	<ul style="list-style-type: none"> • Use visuals to represent masculine and feminine nouns in French • Use of colourful semantics to help identify nouns, verbs etc. • Avoid the need for copying lots of information from the board. • Use sentence strips, coloured sentences etc to enable physical moving around of words. • Individual vocabulary books. • Recording using alternative methods.
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Communication & Interaction

Barriers	Provision
<p>Poor language levels in child's first language.</p> <p>Slow language processing skills.</p> <p>Anxiety speaking aloud in either language.</p>	<ul style="list-style-type: none"> • Ensure that children know the language/vocabulary being taught in English prior to the introduction of French vocab. • Pre-teach and revisit key vocabulary to ensure a secure understanding. • Be aware that children with slow language processing skills will need even more time to verbalise in another language. • Give additional thinking time • Oral rehearsal time with a peer or trusted adult before asked to say it aloud. • Be aware receptive language skills may be better than spoken language skills. Do not assume that because they cannot say it that they do not understand – offer alternative ways to show knowledge (pictures etc.) • Model mistakes with language and ask children to identify. Foster learning in a culture of having a go/growth mind-set.

Social, Emotional & Mental Health (SEMH)

Barriers	Provision
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<p>Anxiety over making mistakes/looking silly.</p> <p>Difficulty regulating behaviour in less structured lessons.</p>	<ul style="list-style-type: none"> • Foster an environment in which mistakes become learning points. Encourage a 'have a go' ethos. • Allow child to orally rehearse sentences to themselves or using a talking tin. • Visual representations of feeling overwhelmed. • Time out/breaks from the activity to calm down/reset. • Use of fidget aids, wobble cushions to aid concentration. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.
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Physical and/or Sensory

Barriers	Provision
<p>Hearing language clearly if hearing impairment.</p> <p>Sensory overload during more conversational/interactive lessons.</p> <p>Difficulty in being able to physically record their knowledge or understanding in written form.</p>	<ul style="list-style-type: none"> • Ensure child is sitting near the front of the class and can see you as well as hear you. • Support language with gesture, signing and visuals to aid understanding. • Think about classroom acoustics and background noise. • Be aware of individual needs – children who may be uncomfortable in loud environments etc. Practical role play may cause challenges for some children – shaking hands and saying Bonjour if child does not like touch etc. • Use of pencil grips, laptops or adult to scribe.

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptations in ways they are expected to record, e.g. adult to scribe, voice notes, use of ICT to record.
- Teacher judgement and Assessment for Learning used to assess children's learning alongside their recorded work.
- Adult support for a particular task.

How are we challenging SEND pupils in this subject?

- All French plans are differentiated and identify the needs of SEND pupils, ensuring pupils are challenged appropriately.
- Use of SEND resources from The Languages Angels scheme and suggestions for further challenge
- High expectations
- Lots of opportunities for oral responses to overcome barriers created through writing

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus- recapping previous learning at the start of each session (Flashback French)
- Clear learning sequences through the topics, where new vocabulary and grammar is built upon existing knowledge.
- Repetition- vocabulary, phonics and grammar in every lesson.
- T.A. support where possible.
- Vocabulary and key learning points displayed on working wall.
- Adapted resources- use of sentence structure cards, colourful semantics etc.