



SEND in French

What is in place for teaching French to children with SEND so they can shine as lights in the world.

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> • Age-appropriate content for all children in the class. • Gaps in knowledge and understanding. • Accessing learning due to poor literacy skills. • Children may struggle to remember information/facts/previous learning. 	<p>Language key words displayed which uses dual coding to support understanding.</p> <p>Appropriate use of subject materials such as videos, songs used to enhance understanding of different languages and cultures.</p> <p>Ensure previous term's learning objectives are revisited in language lessons.</p> <p>Use of less complex sentences in resources given.</p> <p>Writing frames where needed.</p> <p>Dual coding on displays.</p> <p>Lots of retrieval opportunities and reinforcement.</p> <p>Apply new vocab into lots of different contexts – pre teaching vocab.</p>	<ul style="list-style-type: none"> • Children may struggle to communicate and say new words in the chosen language. • Language difficulties may make children unable to access learning a new language 	<p>Visual cues and aids.</p> <p>Minimise background noise.</p> <p>Child to face the teacher to support lip reading.</p> <p>Dual coding.</p> <p>Language Buddies.</p> <p>Use of phonic skills such as segmenting and blending to support pronunciation.</p> <p>Lots of reinforcement.</p> <p>Lots of repetition.</p> <p>Use of simple instructions and step by step instructions.</p> <p>Videos of examples and practice at an age-appropriate level in the new language.</p>



Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Children with visual impairment may find it difficult to see images and words in the target language. Recording of speaking in the new may be difficult to hear. Children with fine motor difficulties may find it difficult write in the new language. Children with hearing impairments may struggles to recognise unfamiliar sounds. 	<p>Ensure images are enlarged and accessible.</p> <p>Ensure children are close to whiteboard/ sources.</p> <p>Use of non-reflective paper/photos/sources.</p> <p>Provide additional ways to record info (video/ICT etc).</p> <p>Buddy system.</p> <p>Working in mixed groups to support.</p> <p>Pencil grips and tripod pencils.</p> <p>Use of ICT to support access.</p>	<ul style="list-style-type: none"> Children may struggle to show understanding/tolerance of other cultures/ways of speaking. Children may become frustrated/withdraw/ aggressive in language lessons. 	<p>Use of stories.</p> <p>Feeling cards to support understanding of emotions.</p> <p>Talking to children on 1-1 basis and opportunities to work in smaller groups.</p> <p>Children provided with a role which may not involve active participation e.g., recording, listening for good pronunciation etc.</p> <p>Use of ICT to support access.</p> <p>Providing appropriate resources so that children can access the lesson e.g., fiddle toy.</p>

Non-negotiables that need to be in place in all lessons/classrooms when teaching French:

- High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- Memory aids are used**- dual coding, writing frames, word banks, learning walls etc.