



Supporting Learners with SEND in French



<p>Creating an inclusive environment</p>	<ul style="list-style-type: none"> - Opportunities given throughout the school day such as during the register, games, singing and story times. - Considerations given to the position of learners during French lessons - Considerations given to whether they would be best working with the whole class, in a small group or 1:1 with an adult - Use of ICT to support if beneficial - Visual cues given to children as well as oral ones
<p>Curriculum considerations</p>	<ul style="list-style-type: none"> - All learners given the opportunity to read, write and listen to a range of French resources - Rhymes as chants to be used as well as songs, with lots of repetition to support learners - Correct terminology used an embedded across the school to ensure consistency - Visual cues given to represent French vocabulary - Use of ICT to support learners (Salut interactive)
<p>Strategies to scaffold learning</p>	<p><u>Learners who struggle with attention:</u></p> <ul style="list-style-type: none"> - Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources - Consider the length of teaching input - Learners given short, manageable bursts of learning to help structure their attention <p><u>Learners who have sensory needs:</u></p> <ul style="list-style-type: none"> - Considerations to the size of the group they work in, to ensure that children are not overwhelmed - Ear defenders can be worn in lesson if necessary <p><u>Learners who have literacy difficulties:</u></p> <ul style="list-style-type: none"> - Visual aids provided to help children identify vocabulary and meaning - Strategies such as modelling and demonstrating used to take the literary element away <p><u>Learners who struggle to retain vocabulary:</u></p> <ul style="list-style-type: none"> - Pre-teaching of vocabulary and key terms before the lesson starts - Recapping terminology at the beginning of each lesson - Visual word banks with pictures attached to support understanding - Key French vocabulary referred to throughout the school day as well as just in French lessons <p><u>Learners who need additional time to support their conceptual understanding:</u></p> <ul style="list-style-type: none"> - Content broken down into small steps to build understanding - Now and next cards used - Visual timetables and success boards - Maximised opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience