



Supporting children with SEND

French



Maintaining an inclusive learning environment

- Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system. Interactive whiteboards are non-reflective to reduce glare.
- In guided reading/writing place pupils who need most support opposite the teacher so they can hear and see teacher prompts clearly. Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils
- Make available a range of accessible materials including, for example: " chunky pencils " different coloured crayons " individual whiteboards and pens for writing in different contexts " pencil grips for pupils who need them, and " cordless/trackerball mouse for pupils with mobility difficulties.
- Check the media to make sure it does not create barriers for learners, eg font size/type, background colour, weight of books for pupils with physical difficulties. Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, eg by changing the font, background colours, etc.
- Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.
- ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images

Strategies to Support Learners with SEND

Supporting learners who struggle with developing fluency (including phonics knowledge and word recognition)?

- Games can be used to engage learners such as Bingo, (matching pairs) or Snap. Learners could also have further opportunities to consolidate through playing these games during break or playtimes.
- Consolidation can also come through learners being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.

	<ul style="list-style-type: none"> • Re-reading taught or familiar texts/vocabulary is key to building learners' confidence; have a box of taught or familiar vocabulary for individual learners to independently revisit during lessons. • Ensure that learners have sufficient practice in reading, and rereading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily. • Identify and pre-teach tricky or new words – find them in the book and tell the learner to look at them carefully. Write them on a whiteboard or on a flashcard and practise reading them before reading the text. • Invite pupils to create a 'word bank' or mind map, e.g. by writing (or someone scribing) adjectives or nouns on a photograph or sketch of an area to show the characteristics of a particular country. A digital camera or camcorder can be used to record stages of a visit to be used as a visual resource later. This can remind pupils of details of the visit and help them to reflect on similarities and differences of the target language speaking countries and communities compared to their own.
<p>Supporting learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?</p>	<ul style="list-style-type: none"> • Talk about any newly-introduced vocabulary, what children may already know about the vocabulary or any similar words they recognise. • Making links with other vocabulary and English words they are familiar with will support learners with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment. • Practise deepening comprehension of shorter extracts of the text, e.g. looking closely at small chunks such as sentences or paragraphs to discuss between reading.

	<ul style="list-style-type: none"> • Discuss reading at smaller intervals, e.g. after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes. • Giving learners opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning. • Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text. • Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners
<p>Supporting learners who struggle with attention?</p>	<ul style="list-style-type: none"> • Wherever possible and practical, allow the learner choice. • Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler. • Sharing the reading and speaking and listening opportunities between the learner and the adult supporting, • Look for opportunities to use French vocabulary outside the French lesson to help embed learning. • Where appropriate, plan for regular movement breaks.
<p>How can I support learners who struggle with change and transition?</p>	<ul style="list-style-type: none"> • In advance of the lesson, show learners the text or vocabulary they will be studying, making real life connections or connections with prior learning.

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| | <ul style="list-style-type: none">• Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling the use of French vocabulary or re-visiting familiar vocabulary that the learner feels confident with and can be successful with.• Have a clear teach-practise-apply model to and ensure that lessons always follow this structure; the learner will feel more confident if there is a familiar routine to lessons. |
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