



## Supporting SEND Children within French

<b>Cognition and Learning</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Age appropriate content for all children in the class</p> <p>Gaps in knowledge and understanding (Covid19)</p> <p>Accessing learning due to poor literacy skills</p> <p>Children may struggle to remember information/facts/previous learning</p>	<p>Language key words displayed which uses dual coding to support understanding. Appropriate use of subject materials such as videos, songs used to enhance understanding of different languages and cultures.</p> <p>Ensure previous terms learning objectives are revisited in language lessons</p> <p>Use of shorter/less complex sentences in resources given</p> <p>Use of Outdoor learning</p> <p>Writing frames where possible</p> <p>Dual coding on display with lots of retrieval opportunities and reinforcement</p> <p>Clear differentiation</p> <p>Apply new vocab into lots of different contexts – pre teaching vocab</p> <p>Recap of previous taught vocabulary</p>
<b>Communication and Interaction</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Children may struggle to communicate and say new words in the chosen language</p>	<p>Visual cues and visual words/ phrases with dual coding</p>



	<p>Language difficulties may make chn unable to access learning a new language</p>	<p>Minimise background noise with child to face T to support lip reading</p> <p>Write new vocabulary down</p> <p>Language Buddies/Kagan partners</p> <p>Use of phonic skills such as Segmenting and Blending to support pronunciation.</p> <p>Lots of reinforcement and lots of repetition</p> <p>Scaffold observational skills through careful questioning</p> <p>Use of simple instructions and step by step instructions</p> <p>Careful and appropriate modelling to support understanding</p> <p>Videos of examples and practice at an age appropriate level in the new language – using YouTube videos to support</p>
<p><b>Sensory and Physical</b></p>	<p><b>Subject Challenges for SEND</b></p>	<p><b>Provision for SEND</b></p>
	<p>Children with visual impairment may find it difficult to see images and words in the target language</p> <p>Recording of speaking in the new may be difficult</p> <p>Children with fine motor difficulties may find it difficult write in the new language</p>	<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>Children who might not be able to touch or handle equipment needed to access a languages lesson</p>	<p>Buddy system and working in groups to support</p> <p>Double holed scissors</p> <p>Pencil grips and tripod pencils</p> <p>Use of ICT to support access</p>
<b>SEMH</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Chn may struggle to show understanding/tolerance of other cultures/ways of speaking</p> <p>Chn may become frustrated/withdraw/ aggressive in language lessons</p>	<p>Use of stories &amp; opportunities for discussion</p> <p>Feeling cards to support understanding of emotions.</p> <p>Talking to children on 1-1 basis</p> <p>Opportunities to work in smaller groups</p> <p>Kagan groups</p> <p>Children provided with a role which may not involve active participation eg recording, listening for good pronunciation etc</p> <p>Use of ICT to support access to language lesson</p> <p>Providing appropriate resources so that children can access the lesson eg fiddle toy to help with focus</p>



**Non Negotiables that  
need to be in place in  
all lessons/classrooms  
when teaching MFL**

- 1. Adaptive teaching approaches including scaffolded resources**
- 2. Dual coded displays and table resources**
- 3. Multiple ways of presenting work that isn't just written or spoken**
- 4. 4. Effective communication with parents/carers through discussions and IEPs**