

French Statement of SEND at Dobwalls

How to guide to support children with SEND when teaching French at Dobwalls

French is taught so that children can learn about their culture and language. At Dobwalls, we ensure all children can be involved in French lessons and remove SEND barriers using the following strategies:

- Our key document to support planning is the National Curriculum.
- Use of knowledge organisers across Key Stage 2 which are carefully planned and progressive. These are used in a variety of ways. For some pupils, these may need to be simplified further to allow the child to access the same unit as peers.
- Knowledge organisers and the overview are shared with parents to support children's understanding and conversations they have at home.
- Set suitable learning activities pitched to the needs of the child but at a simplified level to ensure the core skills and concept is taught.
- Some pupils will have difficulty understanding a foreign language. Drama, role-play, games and simulations, can develop understanding of such concepts.
- Child-made videos to practise verbal skills can be used as an aid to learning, particularly for pupils for whom writing presents barriers
- Use of mixed ability pairings is the norm expect for particular planned purposes

Please see below specific strategies linked to the four areas of need as per the SEND code of practice. Please note many children may need strategies from more than one area of need as we recognise they overlap and it depends on the need of the child.

Social, Emotional and Mental Health

- Additional adults prepare pupils to contribute to feedback sessions, where necessary
- Link to personal and real-life situations
- Plan for possible emotional breaks which may be needed
- Show what a good outcome looks like
- Personalised activity which links to the core skill and/or value
- Personalised activities towards the child's personal interest to motivate engagement

Cognition and Learning

- give pupils extra processing time and time to discuss in pairs before recording
- Use of ICT to record and research
- Use dictionary as an aid to writing
- Adults act as scribes
- Use of visuals
- Clear and simplified language e.g. for tasks, worksheets, teacher talk and use of whiteboards
- Show what a good outcome looks like
- Activities chunked – cut up and broken down

Intent - **Implementation** – Impact

Communication and Interaction

- Recognise that the French language may be challenging for many pupils, e.g. " language used may be difficult to understand and will need to be explained " some vocabulary can have different meanings in different contexts.
- Alternative communication modes, such as sign or symbol systems, are encouraged, and children's' contributions are valued.
- Use of art, drawing to communicate opinions and reflections

Sensory and/or physical difficulties

- Some children might require adapted printed materials e.g. font size and style, print size, background, Braille, symbols)
- some may require simplified or raised diagrams or described pictures
- pale coloured backgrounds for all whiteboards
- use of coloured dyslexia overlays as needed