

French
Supporting Children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Understanding new language</p> <p>Understanding pronunciation</p> <p>Age appropriate content for all children in the class.</p> <p>Gaps in knowledge and understanding</p> <p>Accessing learning due to poor literacy skills.</p> <p>Children may struggle to remember information/facts/previous learning.</p>	<p>Lots of repetition</p> <p>KWL grids</p> <p>Listen to fluent speakers to compare</p> <p>Use pictures</p> <p>Clear pronunciation on Kapow</p> <p>Modelling</p> <p>Sentence stems</p> <p>Vocabulary with visuals</p> <p>Lots of retrieval opportunities and reinforcement. Clear differentiation. Apply new vocab into lots of different contexts – pre-teaching vocab. Knowledge Organisers available to practise retrieval.</p>	<p>Using French phonics</p> <p>Children may struggle to communicate and say new words in the chosen language.</p> <p>Language difficulties may make children unable to access learning a new language.</p>	<p>Practise using the phonics on Kapow</p> <p>Scaffolding</p> <p>Pictures to support</p> <p>Minimise background noise</p> <p>Child to face Teacher to support lip reading</p> <p>Write new vocabulary down – individual vocab/phrase books are used.</p> <p>Paired and group tasks.</p> <p>Use of phonic skills such as Segmenting and Blending to support pronunciation. Lots of reinforcement.</p> <p>Scaffold observational skills through careful questioning. Use of simple instructions. Step by step instructions. Careful and appropriate modelling to support understanding.</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<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 language may be difficult.</p> <p>Children with fine motor difficulties may find it difficult write in the new language.</p> <p>Children who might not be able to touch or handle equipment needed to access a languages lesson.</p>	<p>Speak into the ipad</p> <p>A range of different type of activities to suit different learners</p> <p>Interventions</p> <p>Handwriting</p> <p>Ensure images are enlarged and accessible</p> <p>Ensure children are close to whiteboard/sources. Use of non-reflective paper/photos/sources.</p> <p>Provide additional ways to record info (video/ICT etc.).</p> <p>Paired work and small group tasks. 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>	<p>Low self esteem</p> <p>Children may struggle to show understanding/tolerance of other cultures/ways of speaking.</p> <p>Children may become frustrated/withdraw/aggressive in language lessons.</p>	<p>Links to the real world</p> <p>Visual reminders</p> <p>Regular check ins</p> <p>Paired work with a more able child</p> <p>Brain breaks</p> <p>Calming music</p> <p>se of stories. Regular sessions. Feeling cards to support understanding of emotions.</p> <p>Talking to children on 1-1 basis rather than a large group. 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 to language lesson.</p> <p>Providing appropriate resources so that children can access the lesson e.g. fiddle toy or sensory jump bean sets to help with focus</p>