



Modifying the curriculum to support pupils' needs in French

Planning for pupils with SEND is part of the planning that we do for all pupils at Mandale Mill Primary School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them. Any personal targets a pupil has can inform this planning. At times, it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

We feel that is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND have to gain access. It is there to be changed, to make reasonable adjustments, where necessary, to include all pupils. We do this by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals, and groups of pupils.

Maintaining an inclusive learning environment when teaching French at Mandale Mill Primary School
<p>Sound and Light Teacher's face can be seen – avoid standing in front of light sources, e.g. windows Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. Consideration given to whether the group size should be large or small depending on needs. Ear defenders available if required to filter out some noise disturbance when using the French online resources. New language is taught at a slow pace, with opportunity to revise basics. Images are used to assist words so children can identify meaning of words with pictures.</p>
<p>Seating 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 from the board. For example, notes on interactive whiteboards can be printed off for all pupils. Lessons can be planned to involve regular movement breaks through activities.</p>
<p>Resources Make sure French resources, models and photographs are accessible and labelled clearly. The use of Salut! encourages visual and hearing aids- revising English and French. A range of activities are available for all learners.</p>
<p>Multi-sensory approaches Build on pupils' preferred learning styles when explaining concepts, using different media – e.g.: using an Ipad to explore a design rather than on the IWB. Use photographs, audio descriptions and real life experiences to support the vocabulary being taught</p>
<p>ICT</p>

Teachers can maximise the impact of using ICT in French by:
Supporting pupils using ICT with effective teacher intervention, e.g.: – using Microsoft Word/Text to Speak to structure written work, cut and paste material.
Use voice recording/ video for presentation
Pre-record instructions so children can re-visit
Using the interactive whiteboard to include pupils in whole-class activities – pupils with mobility difficulties can contribute using tablets or other electronic devices.

Planning Support

The pre-teaching of important subject specific vocabulary, concepts and/or processes, where appropriate.
Pre-teaching for some pupils in important French vocabulary, concepts and/or processes
How to ‘scaffold’ pupils’ use of equipment, especially for complex tasks and for tasks requiring accuracy or skill.
Writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some pupils.
Vocabulary and key word posters/sheets

Transitions

Transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum

Teachers’ communication

Recognise that the language of key French elements may be challenging for many pupils – for example:
The specific music use of everyday words such which can create barriers for many pupils because of their abstract nature.

Supporting reliance on memory

Images can also be used to build a visual record.
Record on an iPad and replay vocabulary

Pupil Teacher interaction

Think-pair-share can be a useful technique for promoting speech in French lessons.
Opportunity should be there for children to practice speech in every lesson- the use of echoing and whole class chanting can support with speech. Refer back to sound and light for appropriate ways to support with hearing difficulties in loud environments.
My turn, your turn can also be a useful technique to promote speech.