

Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching

Subject: Languages – French

To make modern foreign languages lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in our planning we need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, we may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using visual aids to support pupils in understanding words and phrases. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

The following will be employed alongside and in addition to the needs and strategies:

Cognition and Learning

- 1) **Make links to prior learning - vocabulary, language structures,...**
- 2) **Provide scaffolding to support learners**
- 3) **Be aware of cognitive load – make learning explicit**

Communication and Interaction

- 1) **Clear and repeated modelling including use of gestures to support multi-sensory learning**
- 2) **Encourage collaboration and consider most effective groupings and pairings to enable teamwork**
- 3) **Clear discussions about language learning strategies**

Social, Emotional & Mental Health

- 1) **Provide opportunities for group and paired interaction in oral activities – peer support.**
- 2) **Establish safe learning environment with clear rules for interaction.**
- 3) **Provide scaffolding to enable all pupils to achieve success – low threshold entry to tasks**

Sensory and Physical

- 1) **Consider where to seat children based on individual needs.**
- 2) **Use of headphones etc in case of sensory overload in noise**
- 3) **Consider use of a sound system where appropriate**
- 4) **Make sure that media used is accessible for all**
- 5) **Use a range of media for over-learning**

Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	Modern foreign languages	Observed	Tried out
<p>Sound and light issues For example:</p> <ul style="list-style-type: none"> background noise and reverberation are reduced sound field system is used, if appropriate glare is reduced there is enough light for written work teacher's face can be seen – avoid standing in front of light sources, eg 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. 	<p>Sound and light issues Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system.</p> <p>Interactive whiteboards are non-reflective to reduce glare.</p>		
<p>Seating Pupils' seating and the main board position are planned for the shape of the room.</p> <p>Pupils can see and hear clearly, as necessary:</p> <ul style="list-style-type: none"> the teacher each other, and the board/TV/screens. <p>Seating allows for peer or adult support.</p> <p>There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.</p> <p>Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.</p>	<p>Seating In guided reading/writing place pupils who need most support opposite the teacher so they can hear and see teacher prompts clearly.</p> <p>Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.</p> <p>Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.</p>		

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<p>Resources Storage systems are predictable.</p> <p>Resources are:</p> <ul style="list-style-type: none"> accessible, eg within reach, and labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate. 	<p>Resources Make available a range of accessible materials including, for example:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils who are meeting reading challenges. Include:</p> <ul style="list-style-type: none"> highly visual texts newspapers comics instruction booklets, and texts from popular culture, media and sport. <p>The display should contain pupils' own reading recommendations and include clearly printed directions to help identify where texts are housed.</p>		

Multi-sensory approaches, including ICT

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<p>Multi-sensory approaches Pupils' preferred learning styles are identified and built on:</p> <ul style="list-style-type: none"> when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. 	<p>Multi-sensory approaches Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures.</p> <p>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.</p> <p>ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images.</p>		

Multi-sensory approaches, including ICT	Modern foreign languages	Observed	Tried out
<p>ICT ICT is used to support teaching and learning.</p> <p>Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate, eg:</p> <ul style="list-style-type: none"> keyboard shortcuts instead of a mouse sticky keys a foot-controlled mouse, a head-controlled mouse or a wireless mouse screen filters to cut down glare increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations) clear font type (normally sans serif, such as Arial or Comic Sans) appropriate contrast between background and text, and/or a talking word processor to read out text. <p>Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p> <p>Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.</p>	<p>ICT In language learning, ICT allows pupils to:</p> <ul style="list-style-type: none"> listen carefully and discriminate between sounds, identify some meaning from words and intonations and develop auditory awareness, eg using recorded audio or video material use symbols and audio recordings to associate a word and an object record themselves or others respond to spoken and written language in different ways research and familiarise themselves with some of the target language speaking communities and countries – web browsers, such as Webwise; offer a simplified version of the page being viewed communicate information – for example, using the internet to exchange photographs and information through EU schemes and school websites. <p>Videoconferencing enables pupils in a school in one country to exchange ideas about their contrasting localities, schools and social activities with pupils in another. They can ask questions about, for example:</p> <ul style="list-style-type: none"> the built and natural environment and the weather the economics of the area (trade, jobs people do), and people and the way they live (including how disability, gender or age affect social relationships). 		

Adult-pupil communication

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<p>Teachers' communication Language is clear, unambiguous and accessible.</p> <p>Key words, meanings and symbols are highlighted, explained and written up, or available in some other way.</p> <p>Instructions are given clearly and reinforced visually, where necessary.</p> <p>Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures.</p> <p>Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions.</p> <p>Alternative communication modes are used, where necessary, to meet pupils' communication needs, eg signing, Braille.</p> <p>Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.</p>	<p>Teachers' communication In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties.</p> <p>For example:</p> <ul style="list-style-type: none"> when writing up nouns in a language where the article changes according to gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red, and pupils may enjoy creating a storyline (see www.storyline-scotland.com) or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy. <p>Take care with the use of idiom.</p>		

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<p>Pupils' communication Alternative communication modes, such as sign or symbol systems, are encouraged, and pupils' contributions are valued.</p> <p>Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the pupil themselves on the best way of using such communication modes in lessons.</p> <p>Discussion of experiences and investigations is encouraged to help pupils understand them.</p>	<p>Pupils' communication It is important to be aware that receptive communication and understanding will be ahead of expression. Teachers should not assume a lack of understanding if expression appears to be lagging behind reception. Song, chants and other ways of playing language can build confidence and speed the process.</p> <p>Encourage pupils to develop general language skills through new learning experiences that result in them acquiring simple, relevant vocabulary and language structures that can be used for practical communication at a level appropriate to their ability.</p> <p>ICT can be used to offer alternatives to writing as a way of responding to text – for example, through creating an electronic presentation with images.</p> <p>Pupils can use ICT to communicate by sending information in the form of pictures, text messages, e-mail or through videoconferencing.</p>		

Memory/consolidation

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<p>Recapping Recap learning from the previous lesson.</p> <p>Main points from the lesson are fed back by pupils, noted down and saved so pupils can refer to them.</p>	<p>Recapping</p>		
<p>Reducing reliance on memory The amount of material to be remembered is reduced. Repeat or display important information.</p> <p>The meaningfulness and familiarity of the material is increased.</p> <p>Mental processing and explanations of complex tasks are simplified.</p> <p>The use of memory aids is encouraged. These can include wallcharts and posters, useful spellings, personalised dictionaries, cubes, counters, abacus, Unifix blocks, number lines, multiplication grids, calculators, memory cards, audio recorders and computer software.</p> <p>Activities are structured so that pupils can use available resources, such as word banks.</p> <p>Strategies, including using ICT-based records, are used to reduce the need for pupils to rely on their short- or long-term memories.</p> <p>New learning fits into the framework of what the pupil already knows.</p> <p>Teaching assistants prepare pupils to contribute to feedback sessions, where appropriate.</p>	<p>Reducing reliance on memory Invite pupils to create a 'word bank' or mind map, eg by writing (or someone scribing) adjectives or nouns on a photograph or sketch of an area to show the characteristics of a particular country.</p> <p>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>		