



French – Quality first teaching for all pupils, including those with SEND.

Cognition and Learning		Communication and Interaction	
Learning challenge/need	Provision:	Learning Challenge/need	Provision:
<p>May have moderate learning difficulties, or specific learning difficulties that affect one area of learning, such as dyslexia, dyspraxia, or dyscalculia. Children may have moderate learning difficulties Possible working memory difficulties</p>	<ul style="list-style-type: none"> • Introduce content and break down learning tasks into small manageable chunks • Present new information using familiar contexts, routines, rhymes, songs. • Lessons follow set routines, for example all lessons start with revisiting prior learning • Use familiar visual/widgit symbols and reduced vocabulary expectations • Images always used to support the introduction of new languages. • Teach key skills and vocabulary prior to the lesson • Keep examples minimal, don't overload PowerPoints or resources, highlight key words • Use vocabulary mats and visual resources – picture link new vocabulary and revisit • Use of verbal assessments • Reduced handwriting expectations for DCD children – use of specialised writing aids and pencils • Alternative ways of recording and organising ideas for SpLD children • Multi sensory approaches to learning and using new vocabulary, including music, raps and songs, audio clips, high quality visuals, flashcards, interactive games 	<p>May not understand what is being said to them, have difficulty saying what they want to, or not understand the rules of social interaction. Example: learners on the autism spectrum.</p>	<ul style="list-style-type: none"> • Introduce content and break down learning tasks into small manageable chunks • Give 1 instruction at a time or have a short checklist. • Provide visual support where necessary using widgit • Check their understanding by asking them what they should be doing • Praise effort/achievement and give goals which are easily obtainable • Provide lots of verbal modelling opportunities and scaffolding for communication in French • Personalised pupil motivation strategies e.g. tailor some content to repeated interests or tailored task/reward system, tailored to individual need • Use routine and some rote learning of vocabulary as pupils will enjoy a predictable routines, repetition and routine ways of scaffolding work • Think carefully about pair work with other children, choosing a buddy or familiar child/adult • Provide lots of opportunities for children to hear and repeat well modelled spoken language • Collaborative working – group and pair work gives children a chance to practice language in secure, small groups with peers.

	<ul style="list-style-type: none"> Talking tins or other media to record key phrases/oral work Dyslexia friendly strategies – colours, fonts, reading rulers, visuals, reduced writing, alternative recording (see dyslexia friendly school policy) Use multisensory resources to introduce new material and embed existing knowledge, for example ICT packages, flashcard games etc. Previous knowledge always revised and recycled prior to the introduction of new knowledge and extra time can be taken to revisit/embed prior learning. 		
Physical and/or sensory		Social, emotional, mental health	
Learning Challenge/need	Provision:	Learning Challenge/need	Provision:
May include learners with visual or hearing impairments, or physical difficulties.	<ul style="list-style-type: none"> Check where they are sat is beneficial; close to teacher, close to a display, close to the door When singing songs and engaging in multisensory activities check the pupils sensory needs and adapt accordingly Does anything need modifying to support the child? Visually or for physical needs Use of ICT for individualised learning Multi-sensory learning approaches in all aspects taking into account all sensory needs Ensure wheelchair bound people can see the board and adapt games and activities so that they are always able to take part. 	May be due to mental health difficulties, or due to a condition for example attention deficit hyperactivity disorder (ADHD), attachment needs	<ul style="list-style-type: none"> Minimise distractions for example sit away from the door/windows Small engaging activities using multi-sensory teaching – learn vocabulary and new grammar with actions Active learning – songs, conversations, games, short 5 min activities ICT work to enhance learning De-escalation strategies Using emotional scales and supporting the child to emotionally regulate Movement breaks and access to safe spaces. Understanding new cultures and languages gives the opportunity to meet new people and develop skills of understanding, empathy perspective to new people, cultures and ideas and offers an insight outside one's own experiences Many SEN children grow up feeling different to and sometimes isolated from their peers, which sometimes leads to SEMH difficulties. MFL can act as a reminder that the world is a much bigger, and diverse place than they may have thought Linking, contrasting and comparing new cultures and language with children's native language gives children a chance to celebrate their own self identities.

