



Strategies for supporting pupils with SEND in French lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<ul style="list-style-type: none"> • Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly. • Pre front questions and instructions with the child's name. • Use a visual timetable to prepare a child for what is happening next. • Use visuals to illustrate abstract or new concepts to enhance curriculum access. • Use video clips to support modelling of tasks. • Pre teach new vocabulary with supporting visuals, explicitly in context. • Allow time for the child to process new information and instructions with support of visual clues. • Use a variety of questioning techniques. • Use the 'think, pair, share' technique to promote speech and interaction.
Cognition and Learning	<ul style="list-style-type: none"> • Follow a similar lesson structure and routine in all lessons. • Avoid large quantities of written information on teaching slides. • Use pictures, clear sub-titles and colour coded text to break up sections of information on slides. • Use visuals to illustrate abstract and new concepts. • Use the 'my turn, your turn' technique when teaching new vocabulary. • Use songs and rhymes to support understanding. • Use language that is understood by the child and pre-teach new vocabulary. • Repeat information in a variety of ways, using a range of vocabulary. • Provide word mats with key vocabulary and images to support understanding. • Scaffold written tasks to reduce cognitive load. • Use of IT.
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Use a visual timetable so the child knows what is happening at each stage of the day. • Use visuals to ensure the child can communicate their needs. • Carefully consider seating plans to reduce distraction. • Ensure all adults have a good understanding of how best to support the child. • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Use simple, specific instructions that are clear to understand. • Understand your student's skills, and where their starting place is. • Keep routines the same to reduce the need for verbal communication. • Provide a safe and familiar space for the child to go to if needed.
Sensory and Physical	<ul style="list-style-type: none"> • Provide pencil grips, soft pencils and coloured worksheets as required. • Use enlarged images and ensure written information is in a suitable font and size. • Provide wobble cushions for sitting on the carpet as required. • Ensure activities are broken up with regular movement breaks. • Provide active tasks and activities.