

## SEND across the curriculum

*What do we do across school to support SEND needs?*

### Subject: French

*As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?*

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- A range of practical resources available to support the topic we are learning in French, e.g word mats, flash cards.
- A range of activities planned to cater to different learning styles.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Discussions with Key Stage Leads
- Discussions with children, as to what they feel need support with in learning French.
- Discussions with class teachers regarding IEPs. Do subject specific additional resources need to be used? Examples:

*Pencil grips for handwriting, coloured sheets for any children with dyslexic tendencies, larger text, differentiated word banks, individual headphones*

- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
<ul style="list-style-type: none"> <li>• Displays in classrooms are updated and support children's learning.</li> <li>• Differentiated expectations of writing based on child's level</li> <li>• Resources to support individuals, e.g flash cards, word banks,</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of different ways of recording French e.g. pictures, matching activities diagrams, voice/ video recording, drama etc.</li> <li>• Clear, sequential instructions</li> </ul>	<ul style="list-style-type: none"> <li>• TAs supporting in class.</li> <li>• Topic /cultural lessons planned with themes such as Easter, French cities/map work, Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grips</li> <li>• Coloured sheets for dyslexic tendencies</li> <li>• Computer/IT</li> <li>• Children's IEPs and Sensory/ Physical needs identified in planning and lessons are made accessible to</li> </ul>

<p>headphones for repetition of listening activities.</p> <ul style="list-style-type: none"> <li>• Curriculum revisits learning and ensures the progression of skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult support, small group work.</li> <li>• Children may often work in mixed ability groups.</li> </ul>		<p>all SEND pupils. A range of learning opportunities allow lessons to be accessible to all learners. (kinaesthetic, aural, auditory learners).</p>
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*Are assessments based on knowledge rather than scores in tests and ability to record work? How?*

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record, e.g. tables, diagrams, voice notes, use of ICT to record.
- Teacher judgement and Assessment for Learning used to assess children's learning alongside their recorded work.

*Are we challenging SEND pupils in this subject?*

- Children access the curriculum alongside the children in their class.
- Resources and use of TA used to support children to access the French curriculum
- Differentiated tasks within French lesson, as appropriate

*How do we help SEND pupils retain their knowledge?*

- Knowledge organisers
- Use of visual/written French words with picture prompts to reinforce and deepen learnt vocabulary.
- Repetition.
- T.A. support
- Range of learning styles catered for allows learning to be accessed in different, memorable ways.
- French units allow for progression of skills and knowledge from one year group to another