



Strategies for supporting pupils with Special Educational Needs and Disabilities in **French** lessons

Individual Need	Here's how we can help everyone learn...
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. • Structured French lessons with the same lesson sequence allow children to predict what will happen in a formal sequence with consistent rules and routines. • Visual prompts are used for writing such as vocabulary cards with pictures and text alongside the spoken word. • The use of audio alongside the text to support children with concentration. • Ensure the child is positioned so that the teacher has easy access for support.
Anxiety	<ul style="list-style-type: none"> • Where possible the child is taught by a well known adult whom they have already established a trusted relationship with. • Allow the child to be involved when choosing a partner for partnered parts of the session- this will remain the same for each lesson. • The child is in the same seat every lesson and is pre-warned if the seating plan needs to change for any reason. • Avoid asking direct questions; instead, questioning is used on a 1:1 basis where the adult has established that trust with the child. • Where possible, children are prepared in advance when there is a change in a member of staff. • Specific children with issues around toileting e.g the hand dryer have the opportunity to use a toilet they are familiar with.
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Children are encouraged to sit where they feel the most comfortable in the classroom. Where

	<p>possible, this seating plan is not altered unless the child is happy and involved in the process.</p> <ul style="list-style-type: none"> • Extra processing time is given and on the spot questioning is avoided. • Children are allowed to read or complete work on their own if it is too challenging for them to work with a partner. • Planned and unplanned sensory breaks are permitted throughout the lesson. • There is always an available adult for a 'change of face' if needed.
Dyscalculia	<ul style="list-style-type: none"> • Children have access to their own whiteboard and vocabulary sheet in the session, rather than copying from a class board. • Review words and sounds are taught at the beginning of the lesson for them to store knowledge in long term memory and retrieve more easily.
Dyslexia	<ul style="list-style-type: none"> • There is no pressure put on individual children to read or speak aloud in front of the class. • Personalised colour paper can be used; these are readily available. • There is a huge focus on learning new vocabulary for all with the use of My Turn, Your Turn. • Questions and activities are read to the child.
Dyspraxia	<ul style="list-style-type: none"> • Rules and systems are clarified, using ambiguous language. • Opportunity is given to move around between bursts of learning. • We ensure that the partner reader is sensitive to the needs of the child and knows confidently what they are doing. • The French lesson is broken down into key component parts and the teacher prompts these. These parts are the same for every lesson. • There is plenty of space between learners to enable the child to concentrate on their own work. • The French lesson is clearly sequenced and parts are demonstrated by the adult. When working together, children use the partner one and partner two approach to support learning.
Hearing Impairment	<ul style="list-style-type: none"> • Careful consideration is given to seating, with individual considerations made discretely and not publicly.

	<ul style="list-style-type: none"> • Written materials are provided in addition to teacher talk/ audio. • Only one person is encouraged to speak at a time. • There is space provided for the child at the front of the classroom with no obstructions in the way. • The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding.
Toileting Issues	<ul style="list-style-type: none"> • Children will be able to leave and return to the classroom whenever necessary. • A seating arrangement will be made so that the child can enter and leave the classroom discreetly. • All adults and children within the classroom environment will respect the child's privacy.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Time is given to answer questions, process and formulate answers. • The opportunity is given for reading/ speaking/ listening and writing to be physically demonstrated rather than getting the children to solely rely on verbal instructions. • Specific, targeted praise is given so the child knows what they are doing well. • Support is given when managing peer relationships effectively. The child is involved in the process of choosing a partner reader. • Instructions are simple and precise. • Children are supported appropriately to address any mistakes or misconceptions that have been made.
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Vocabulary is modelled by the class teacher where there are misconceptions using the My turn, your turn approach. Children are not held back by difficulties in pronouncing vocabulary. • New vocabulary and sounds are discussed during the introductory stage of the lesson and put into context. • Language is purposefully kept simple, consistent and relating to the topic being taught throughout the sessions. • Closed questions are used when exploring comprehension, which only require a yes or no answer.
Tourette Syndrome	<ul style="list-style-type: none"> • Emotional reactions are filtered and we listen and respond with support and understanding

	<ul style="list-style-type: none"> • Children are never asked to stop their tics • Where vocal tics are prominent, children are not asked to read aloud as we are understanding that they may be reluctant to do this. • There is a clear structure to the lesson and the same lesson sequence takes place in every lesson. • Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that the children is intentionally not listening.
Experienced Trauma	<ul style="list-style-type: none"> • When children arrive late, a non-confrontational, trauma informed approach is used to welcome the child. • Positive self-talk is modelled during all parts of a French lesson. • Mistakes are seen as a positive part of learning. • A predictable environment with the same lesson sequence and clear expectations for behaviour is provided.
Visual Impairment	<ul style="list-style-type: none"> • Careful consideration is given to seating, with individual considerations made discreetly, not publicly. • Large font materials are provided in addition to teacher talk. • There is space provided for the child at the front of the classroom with no obstructions in place. • The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.