



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.