

Inclusion in the Curriculum

Removing Barriers in French

Room

A learning space which reflects and promotes engagement

Ensure pupils are close enough to the adult to see and hear clearly. Pupils with vision difficulties are situated where there is no reflective glare from the whiteboard if using for visual prompts. Ensure background noise is reduced.

Ensure seating arrangements allow for adult support. Consider groupings of pupils and be sensitive to the needs of specific pupils who may have difficulty working in a larger group.

Relationships

Positive relationships where adults really know our children

Consider potential difficulties in lessons when participating in an activity that may be difficult for them, e.g. worksheets or paired conversation.

Make sure staff are aware of pupils who may need additional support.

Ensure additional adults are clear about the learning and objectives and support that may be necessary. Ask for verbal feedback from support staff after the lesson

Resources

Effective resources which support and promote learning

Ensure that all learning styles are catered for, e.g. visual, auditory, kinesthetic, etc.

Use of pencil grips for pupils who need support with tripod grip and use of writing slopes to aid writing position.

Personal access to headed flashcards for lesson-specific vocabulary.

Response

Support to participate and share learning in a variety of ways

The use of adapted tasks to enable every learner to demonstrate their understanding.

Consider different ways of recording the learning: drawing, scribing, video, photos, voice recordings.

Carefully select *Rigolo* interactive slides (particularly the games) for pupils to complete successfully. Scaffold oral questions to facilitate basic conversation.

Resilience

Fostering a culture of independence and where mistakes are part of the learning

We meet the needs of all learners, providing a safe environment in which they can develop their sense of identity and belonging through awareness and reflection. This encourages all children to be independent learners that are not afraid to make mistakes.

Using the additional games on *Rigolo online*, enable the children to have independence on an iPad away from the guided part of the lesson on the IWB.

Recall and Retention

Re-visiting, using and applying knowledge and skills

Ensure children are exposed to new/key vocabulary for the lesson. Be aware that some of the vocabulary may be more challenging for some pupils. Make sure that language is clear and accessible.

Consider ways in which pupils with SEND learn and consider things such as cognitive load and memory difficulties. Ensure time is given for recapping to support children with memory difficulties.

Use pictorial vocabulary banks and flashcards as often as possible