



SEND – Ambition and Access in French

Ambition – What are we aiming for children with SEND to achieve in French?

We need to be ambitious about what our children with SEND can achieve in French. All pupils should have access to a high-quality, language-rich French curriculum and the same high expectations as their peers. We should remove or reduce barriers to learning without lowering the ambition of the curriculum. Children with SEND should develop confidence in listening, speaking, reading and writing in French, build a secure bank of vocabulary and phonics knowledge, and develop an understanding of French language and culture.

Access – What amendments are made to French in order to help children with SEND to achieve?

- **A carefully sequenced curriculum** ensures that children revisit and retrieve key vocabulary, phonics and sentence structures regularly. New language is introduced in manageable steps and opportunities are provided to overlearn essential knowledge.
- **Explicit teaching of French phonics and pronunciation** supports children to hear, distinguish and reproduce unfamiliar sounds. Adults model pronunciation clearly and use repetition, choral speaking and frequent opportunities for supported practice. Every classroom has a French display for the children to refer to and every child has access to their red, orange and green envelopes where they can test their phonic knowledge of our 18 key French phonemes learned across years 3-6. As the children become more confident in their recall, they move the sounds from the red envelope, to orange and finally to green when their recall is secure.
- **Knowledge organisers, vocabulary mats and visual prompts** provide children with accessible reference points for key vocabulary, meanings, pronunciation and sentence structures. Images and symbols are used alongside words where appropriate.
- **Learning is chunked into small, achievable steps.** Instructions are kept clear and concise, with one task or stage introduced at a time. Regular checks for understanding help teachers identify and address misconceptions quickly.
- **Scaffolds are used to support successful language production**, including sentence stems, substitution tables, modelled examples, matching activities, word banks and writing frames. Scaffolds are gradually reduced as pupils become more independent.
- **Flexible grouping and supportive classroom routines** ensure that pupils with SEND are fully included in French lessons. Carefully considered partner and group work provides opportunities for rehearsal, peer support and confident participation without limiting the language pupils encounter.
- **Multisensory resources and repetition** help children to remember new vocabulary. Songs, actions, rhythm, audio recordings, gestures, pictures and practical activities are used where they strengthen understanding and recall. Every child in UKS2 also has access to a French folder which contains games and puzzles to help with recall of specific vocabulary that children can access outside of the lesson, for example, during registration.
- **Flexible recording strategies** ensure that a child's writing, spelling or processing difficulties do not prevent them from demonstrating their French knowledge. Where appropriate, pupils may respond orally, by selecting, matching, pointing, typing or using supported written responses while maintaining the intended learning goal.
- **Reasonable adjustments**, such as additional processing time, repetition of instructions, reduced copying from the board and carefully chosen seating, are used where needed so that pupils can participate successfully without reducing curriculum expectations.