GORSEWOOD PRIMARY SCHOOL

SEND IN *Foreign Languages - French*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
We need to be ambitious of what our SEND children can achieve. We aim that by the time ALL children leave year 6, they are at an entry level corresponding to the MFL curriculum in KS3 and are able to make the transition to secondary smoothly using their previous learning and knowledge from KS2.	• Adapted written resources provided based on SEND assessment/needs and teacher's previous knowledge of individual child. • Groups, when used, to be mixed ability. Group size to be considered. • Additional time to be provided for completing tasks if required and when waiting for verbal responses. • Visual work and stimuli to be used to support learning. • I-pads/Chromebooks to be used to allow repetitive visual and auditory learning. • Visual links and pictorial guidance enabling children to take responsibility for their own learning and independence. • Revisiting the key facts / vocabulary /previous learning at the start of each lesson. • Prompts and scaffolds for lessons with visuals where appropriate • Adult support and guidance where needed • Using child's support plan access arrangements and quality first teaching in all lessons