

How do we ensure children with SEND are supported across the curriculum?

General (across the curriculum) considerations

Ambition For All

Every subject's curriculum is ambitious for all children, including those with SEND. Subject leaders and teachers have high expectations of what SEND children can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

Individual Needs

We have an understanding that every child is different and so what works for each child will vary. The success of any adaptations will depend on how children's individual needs have been considered and met. For those children who may have more complex needs, it may be appropriate to have different curriculum expectations, which is based on individual needs but retains ambition for the child.

Pedagogy

Children with SEND benefit from instruction that is matched to their needs. For example, teachers choose methods of instruction, which increases the chances of SEND children being able to pay sufficient attention to the curriculum objective by avoiding overly elaborate tasks that could make it more difficult to learn the curriculum content.

Metacognition

With explicit teaching and feedback, children are more likely to use self-regulatory strategies independently and habitually—enabling and empowering them to manage their own learning and overcome challenges themselves in the future.

Cognitive Load Theory

Our curriculum Knowledge Schemas are designed to not overload working memory. They reduce extraneous load as much as possible as well as isolating key information when teaching. This supports children to pay attention to the content, which they are expected to learn.

In addition to this, teachers reduce demands on working memory through giving children opportunities to practise content to automaticity.

Teaching the curriculum through Christian Values and Learning Behaviours

Learning behaviours, linked to Christian Values, are referred to throughout lessons. Children receive learning behaviour stickers for showing a range of positive learning behaviours including curiosity, resilience, evaluation, reflection and resourcefulness.

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Subject-specific considerations – French

Planning inclusive lessons:

- Any adaptations are based on individual needs. Teachers consider factors that support each learner's needs, and factors that may inhibit or prevent learning such as use of equipment, environmental sensitivity risks, gaps in knowledge or vocabulary.
- Targeted teaching help to ensure children achieve specific goals.
- Potential barriers to learning for individuals are anticipated alongside a pathway to ensure these learners can actively participate in the best possible way.
- Planning clearly identifies what children and young people will learn—this is made clear using start of unit 'frontsheets' (learning objectives and key vocabulary).
- Teachers are mindful of how to balance adult support alongside opportunities for independent learning, ensuring that tasks are broken down and build incrementally.
- Learners are given the opportunity to thrive, safe and secure in the understanding that they are able to express their ideas in a way that is unique to them.
- Teaching and learning develop and encompass a wide range of skills and use a multi-sensory approach.

Creating an inclusive environment:

- Teachers consider the practical layout of the room and seating and make any necessary adaptations.
- Some learners' needs can lead them to struggle to work as part of a group and so they are given the opportunity to work more individually.
- Children feel safe to voice their ideas, as a result of plenty of discussion—coaching and modelling is essential.
- As learning a foreign language is new to all children, this provides all pupils with a sense of starting from the same point, achievement, belonging and improves their self-esteem and confidence.
- As part of the Language Angels scheme, language is chosen carefully in both English and French.
- Layout, colour, size and type of font is considered carefully.
- AfL ongoing in lessons to identify children who need extra support as the lesson progresses.

Curriculum considerations:

- Foreign language lessons encourage a genuine curiosity for knowledge and understanding of foreign languages and cultures that goes beyond the classroom. Language learning has 'real world' applications.
- Learning a foreign language teaches skills that are transferable to other areas of the curriculum. They help improve memory, attention and concentration, thus helping pupils problem-solve and improve executive function.
- The Language Angels scheme offers a multisensory approach to learning. A range of audio, visual and kinesthetic teaching styles are used on the platform, that support working memory and create a 'like' and a 'want' to learn a foreign language.
- Native voice files, colourful, engaging and interactive lessons, fun karaoke songs and a range of games are provided by Language Angels.
- Repetition and practice is at the core of the Language Angels programme with a focus on the visualisation of the information presented.
- Within each lesson there are a range of desk-based tasks that cover all 4 key language learning skills - speaking, listening, reading and writing. These desk-based activities are carefully adjusted to 3 levels of challenge (Easy/Medium/Hard) and, where appropriate, a fourth SEND-friendly version (developed with the support of specialist SEND teachers and consultants).
- Modelling of language by the teacher to support children in spoken tasks - teacher models and children repeat.
- Use of French phonics in teaching and learning to support children in their spoken language.

Supporting learners who struggle with attention:

- Effective seating positions within the classroom to maximise engagement.
- Calm environment, to minimise distractions.
- Pre-expose learners to the content of the lesson.
- Activating what they already know, referring back to work in their books to make connections.
- Movement breaks if and when necessary.
- Fast-paced lessons with a range of activities included - reading, writing, speaking and listening.
- Using actions, songs and movement throughout teaching and learning.

Supporting learners who struggle to retain vocabulary:

- Key vocabulary lists available on unit 'frontsheets' for children to refer back to.
- Visual picture vocabulary lists available for children to refer back to.
- Word banks available for children to use at the bottom of desk-based activities.
- Lots of repetition and recycling of previously learnt language.
- Teaching with actions and movement as well as 'hooks', e.g. quatorze = cat + oars

Supporting learners with literacy difficulties:

- Activities are supported by flashcards and picture vocabulary sheets.
- English translations are available and language is 'chunked' when appropriate.
- Instructions are short, clear and in English.
- Extra lines, boxes and word banks are added where appropriate to support children in their reading and writing tasks.
- Adapted desk-based activities where children only fill in missing letters in vocabulary.
- The end of unit assessment contains visual prompts so all children can share what they can do and achieve.