



SEND provision in Geography.

Key points:

- Teaching & learning is structured to support SEND/all pupils reinforce/build on core knowledge.
- Ofsted Research review emphasises the importance of pre-teaching key prior learning (not just adapting worksheets.) Our lesson structure ensures that core knowledge from each and prior units are continually revisited.
- Pre-teaching is planned for on medium term plans.
- SEND pupils 'Two Page Profiles' highlight adaptations necessary to support learning.
- Use of iPads to support teaching and learning e.g. Showbie in KS2. Advantage Project in Y5/6. Use of technology to improve standards in learning outcomes for SEND pupils.
- Teachers receive regular training in different areas of need.

GEOGRAPHY: SUBJECT SPECIFIC ADAPTIONS ACROSS 4 AREAS OF NEED:

1. COGNITION AND INTERACTION:

Speech & Language/Communication

- Use clear, unambiguous language and keep unnecessary information to a minimum to reduce cognitive load. Give at least 7 seconds response time to aural questions.

ASD

- Modify teaching approaches if necessary. Curriculum should only be modified for pupils with the most complex needs.
- These pupils may also benefit from relief models for mapwork or audio description of images.
- Gaps in pupils' knowledge are likely to be one of the main barriers to making good progress - assess prior knowledge and pre-teach abstract concepts and vocabulary.
- Stories to promote empathy and understanding - relate to their understanding of themselves.

2. COGNITION AND LEARNING:

MLD/SMLD/PMLD

- Break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils. For example, for some pupils to understand glacial landforms, specific teaching about climate change over geological time and weathering and erosion processes may need to be more explicit and broken down into individual components.
- Make learning multi-sensory; Use auditory strategies - e.g. convert text to sound so children can listen to text, use pictures and symbols as representations of information
- Use writing frames/sentence starters
- Use ICT/devices to promote collaboration, allow access to work, produce outcomes

Dyslexia

- Use well-spaced text
- Summarise ideas in pictures - use visuals to show change & comparisons e.g. present information in tables, graphs, storyboards, maps

- Convert text to an auditory form
- Consider alternatives to writing as outcomes

Dyspraxia

- provision of space/special equipment
- Pre/part-preparation of diagrams, worksheets, maps
- Adapt equipment/expectations for when motor-skills used

Dyscalculia

- Adapt tables/data given - support to check understanding

3. SEMHD

Trauma

- pre-teach concepts
- Use small groups and assign particular roles
- Use initial stimuli (hook) to engage in the activity

ADHD

Strategies apply to all areas of learning...

- Employ practical tasks where possible
- Chunk tasks - use pictorial support
- allow children to work alone (they may find group work more challenging)
- Standing desks

Anxiety

Strategies apply to all areas of learning..

- build trusting relationships

Tourette's

Strategies apply to all learning ...

- Be aware of tics. Don't draw attention to them.

4. SENSORY AND/OR PHYSICAL NEEDS:

Hearing/multi-sensory impairment

- alternative methods of recording their learning
- Risk assessments for fieldwork carried out to identify potential difficulties for children with hearing difficulties
- Pre-teach vocabulary
- Use multiple modes of presentation of information/concepts

Visual/multi sensory impairment

- Individual risk assessments for fieldwork activities
- Include multi-sensory learning experiences
- Use magnification technologies - enlarge texts, clear fonts
- Use assistive technologies for fieldwork
- Use audio-description for films
- Be aware that maps can be difficult for people with colour vision deficiencies.

Physical disability

- Make adjustments both in the classroom and to the ways in which fieldwork is carried out. Depending on the nature of disability, this may involve selecting locations (and sampling sites) carefully or adapting itineraries.
- Use additional adults to support pupils' mobility or adapt resources so that pupils with SEND can engage fully.

Toileting

General adaptations according to the child's individual needs.