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| SEND provision in Geography | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| • Accessing reading/ written work and interpreting maps.  • Poor memory and recall skills  • Recording written investigations  • Poor sequencing skills | • Use of symbols, larger print, larger print maps, colour coding, multi-sensory reinforcement and a greater emphasis on aural memory skills.  • Use word banks which include pictures – board maker or noun project  • Dyslexia friendly environment,  • Scribing  • Use of technology  • A working wall to show learning from each lesson as well as connections as well as showing how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.  • Use of ICT to reduce the need for pupils to rely on their short- or long-term memories.  • New learning fits into the framework of what the pupil already knows.  • A range of sources of assessment, including individual pupils’ successes in the lessons taking account of their oral contributions  • Smart grouping: pairing with a more able reader/writer.  • Build in lots of repetition.   * Narrative of learning s plans * Substitution tables. | • Following instructions  • Understanding and using new topic vocabulary and symbols  • Lower than expected levels of expressive vocabulary – ‘they can’t find the words’ | • Give instructions as a step by step basis  • Refer to knowledge organisers stuck into their books at the beginning of each new topic and send these home, before the unit, as they will contain new vocabulary  • Pre-teaching of new vocabulary prior to lesson.  • Limit vocabulary to that which is necessary to ensure progress.  • Social stories  • Children are allowed time to discuss the answers to questions with peers  • Children with communication impairments are given time to think about questions before being required to respond |
| Physical and/or Sensory | | Social, Emotional and Mental Health | |
| Learning Challenge | Provision | Learning Challenge | Provision |
| • Videos with overstimulating or challenging themes  • Poor motor control (when using equipment for geographical fieldwork e.g. compasses)  • Hearing impairment  • Visual impairment  • Overly sensitive to sound/ noise  • Overly sensitive to touch/textures of items | * Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/larger print maps/visuals/I.T * Support with group work to avoid conflict/sensory overload * Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress * Use of subtitles where necessary * Opportunities to learn about geographical themes through physical contact where possible and relevant | • Understanding own thoughts and contrasting with those of others  • Working effectively as part of a group  • Anxiety towards new or sensitive themes. | • Working in a small group with a trusted adult for emotional support and to avoid conflict  • Some children could work individually  • Pre teaching and discussing the responses to unit – when necessary  • Clear rules and expectations, consistent boundaries, rewards and sanctions Pre teach challenging concepts/ themes/ vocab in advance to prepare children fully. |





