

SEND Provision - Geography



Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in Geography.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.	Pre-teaching of vocabulary, key skills and ideas. Ensure key vocabulary is visible - knowledge organisers/word bank.
Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.	Repetition and revisiting of taught concepts to ensure secure knowledge - mini quizzes, fact recall, etc. Links to prior learning are explicitly made.
Key vocabulary is identified in planning and is emphasised throughout learning sessions. Adapted Knowledge organisers and vocabulary mats are provided.	Additional overlearning opportunities for children who struggle with concepts such as maps.
Checklists/Task Lists/Task Planners and scaffolding formats are in place to help with organising work.	Use of display/ knowledge organisers to aid recall of focus learning.
Question prompts and example sentence starters given to promote discussion.	Clear modelling of tasks. Make it visual - use of pictures, diagrams, textbooks, photographs, etc.
Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.	Concrete resources to support learning. Leave resources accessible in classroom for overlearning to occur independently.
Lots of opportunities for talking partners and real artefacts to encourage 'awe' and 'wonder' responses.	Teach the use of learning aids so pupil can use these independently. These could include comic strips and writing frames.
Multi-sensory approaches are used to support spoken language (visual prompts, drama/role play).	Offer alternative methods of recording e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps.
Opportunities to pre-meet visitors to school to prepare for changes in the curriculum .	Range of coloured overlays available.
Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required. Work station in place (as required).	Adaptations for presentations (colour of background, printing out presentation, font).
Teacher and support staff employ method of communication appropriate to need.	Avoid the need for copying lots of information. Notes can be printed off or adult can be used as a scribe.
TAs are used effectively (where available) to explain language used and to help understand questions.	Prepare learning objectives in SEN pupils' books prior to session (pre-write or use labels).
Pupil is only asked to read aloud texts in class they are comfortable with/have pre-prepared.	Using apps in lesson to support learning and knowledge (PicCollage).
	Using photographs and video to record work - iPad. Dictate on Microsoft Word helps with writing.

<p><u>Social, Emotional and Mental Health</u></p> <p>Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.</p> <p>Provide access to sensory materials (e.g. fiddle toy) as appropriate.</p> <p>Use positive approaches, identify pupil strengths and praise these.</p>	<p><u>Physical and/or Sensory</u></p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p> <p>Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.</p> <p>Appropriate risk assessments to be carried out before fieldwork</p> <p>Ensure pupil is seated in the most appropriate position taking into account the child's specific need.</p>
<p>Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.</p> <p>Be mindful of trigger points for specific children and how this may impact upon their learning.</p> <p>Ensure resources for task are readily available.</p> <p>Incorporate tasks which allow movement/sensory movement breaks into daily planning.</p> <p>Use a visual timer to extend time on task/to measure time on task.</p> <p>Advance warning of changes to regular events and opportunities to pre-meet visitors.</p>	<p><u>Visual</u></p> <p>Adapted books (bold lines)</p> <p>Print resources on coloured paper</p> <p>Enlarge geographical maps and text, ensuring quality of original document is not compromised</p> <p>Use of physical objects wherever possible.</p> <p>Ensure pupils have their own copy of a text/map</p> <p>Use raised maps where possible</p> <p>When explaining to the class, reading aloud as you write on the board</p> <p>Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc</p> <p>Intersperse spells of visual activity with less demanding tasks.</p>
<p>Using specific areas of interest or give a role of responsibility to raise self-esteem.</p> <p>Allow to doodle/make notes/mind maps when listening.</p> <p>Transition times are carefully managed, with rules explained and practiced.</p> <p>Language of choice (two choices given)</p> <p>Chunking of learning</p>	<p><u>Hearing</u></p> <p>Make sure adult's face is always clearly visible and that everybody in the group can be seen.</p> <p>Subtitles should be switched on when videos</p> <p>Use of audio books.</p> <p>Use lots of visual and concrete resources to explain key concepts</p> <p>Check for understanding to avoid misconceptions</p> <p>Gain pupil's attention before giving important information</p> <p>Keep background noise to a minimum</p> <p>If required, consider slowing speech rate a little, keeping natural fluency.</p>
<p>Use of visuals and Checklists</p> <p>Kinaesthetic approaches</p> <p>Calming music- could be related to geography topic.</p> <p>Use of ear defenders.</p>	<p>Repeat contributions from other children as their voices may be unclear.</p> <p>Divide listening time into short chunks (when possible)</p> <p>Key words are written on board to provide focus to vocabulary used in introduction and conclusion</p> <p><u>Physical</u></p> <p>Use of writing slope.</p> <p>Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.</p> <p>Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.</p> <p>Use alternative methods of recording</p>