

SEND provision in Geography

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/ written work and interpreting maps. • Poor memory and recall skills • Recording written investigations • Poor sequencing skills 	<ul style="list-style-type: none"> • 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 – widget • 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. • 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. 	<ul style="list-style-type: none"> • Following instructions. • Understanding and using new topic vocabulary and symbols. • Lower than expected levels of expressive vocabulary – 'they can't find the words.' 	<ul style="list-style-type: none"> • Give instructions as a step-by-step basis. • Refer to knowledge organisers stuck into their books at the beginning of each new topic. • 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group. • Anxiety towards new or sensitive themes. 	<ul style="list-style-type: none"> • 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. • Pre teach challenging concepts/ themes/ vocab in advance to prepare children fully.

Autism Spectrum Condition (ASC)
Speech, Language & Communication Needs (SLCN)

Communication & interaction

SPLD e.g. dyslexia
Severe learning difficulties
Moderate learning difficulties
Profound and multiple learning difficulties

Social, emotional and mental health difficulties

SEND
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Broad
Areas

Cognition & learning

Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Anxiety
Eating Disorders
Attention Deficit Disorder (ADD)
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)

Sensory & or physical needs

Visual impairment
Hearing impairment
Physical disability
Sensory processing
Multi-Sensory Impairment
Dyspraxia