

### Our Rationale for SEND pupils within Geography

The study of geography stimulates an interest and sense of wonder about places. It helps children make sense of a complex and dynamically changing world.

It gives pupils opportunities to:

- Explain where places are, how they are formed and how they have changed over time.
- Discover interconnectivity between societies and environments.
- Question and develop critical thinking about issues affecting the world today, people's lives both today and in the future.
- Participate in fieldwork to explore new places and ideas using maps, visual images and technology.
- Become global citizens and learn about our responsibilities within society, to the environment and the sustainability of the planet.

### How do we support pupils with SEND across the curriculum and particularly within Geography?

Maintaining an inclusive curriculum learning environment	Geography adaptations:
<p><u>Sound and Light:</u></p> <ul style="list-style-type: none"> <li>• Background noise is limited for all pupils including pupils with Hearing Impairment.</li> <li>• Screen glare is reduced from the interactive boards.</li> <li>• The teacher's face can be seen and is visible for all.</li> <li>• Pupils have access to hearing and low vision aids.</li> </ul>	<ul style="list-style-type: none"> <li>• On fieldtrips, ensure that pupils with hearing aids are positioned close to the adult so that they can hear information/instruction.</li> <li>• For children with visual impairments, geography fieldtrips to be considered and additional adaptations to be made to ensure that pupils can access.</li> <li>• Additional risk assessments to be completed for pupils with physical disabilities when completing fieldtrips.</li> </ul>
<p><u>Seating:</u></p> <ul style="list-style-type: none"> <li>• All pupils can see and hear clearly.</li> <li>• Seating positions are taken into consideration for children with a disability.</li> <li>• Seating allows for peer support or adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.</li> <li>• Pupils are seated close to teacher/teaching assistant to ensure that they have access to additional support.</li> </ul>

<ul style="list-style-type: none"> <li>• Seating allows room for pupils with mobility issues.</li> <li>• Furniture is suitable. Adjustable height tables are used where appropriate; sloping boards utilised.</li> </ul>	<ul style="list-style-type: none"> <li>• Seating in the class allows all pupils to communicate, respond and interact with each other and the teacher in discussions.</li> </ul>
<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Storage systems are predictable for SEND pupils.</li> <li>• Areas of the classroom are labelled to encourage independent use, e.g. using images, colour coding, large print, symbols.</li> <li>• The classroom has a range of accessible materials including: <ul style="list-style-type: none"> <li>• Chunky pencils</li> <li>• Different coloured crayons.</li> <li>• Individual whiteboards.</li> <li>• Different types of pens for writing in different contexts.</li> <li>• Pencil grips for pupils who need them.</li> <li>• Access to iPad/laptops</li> <li>• Use of additional mice for pupils with mobility issues when using the laptop.</li> <li>• Ensure that font size/type is in line with school policy.</li> <li>• Background colours of the whiteboard is considered for pupils with dyslexia.</li> <li>• Reading material is varied and encourages pupils to access.</li> <li>• Table top resources to support independence including: word banks, visual cues, dictionaries,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maps, atlases, artefacts, models and photographs are labelled and accessible.</li> <li>• Larger print maps and atlases are provided for pupils with visual difficulties.</li> <li>• Symbols are used to identify specific geographical vocabulary e.g. maps, atlas, compass.</li> </ul>
<p><b><u>Displays:</u></b></p> <ul style="list-style-type: none"> <li>• Displays are:</li> </ul>	

<ul style="list-style-type: none"> <li>• Accessible, within reach, visual and tactile where appropriate.</li> <li>• Pupil led.</li> <li>• Informative and displays current learning.</li> <li>• Engaging for pupils.</li> <li>• Demonstrates the process of pupil learning.</li> <li>• Vocabulary rich.</li> <li>• Demonstrates key questioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible geography displays are created linked to Cornerstones focus/projects and include key concepts, vocabulary, maps and pre-learning to support memory and consolidation.</li> </ul>
<p><b><u>Multi-sensory approaches:</u></b></p> <ul style="list-style-type: none"> <li>• Teaching takes into account pupils' different learning styles. Visual, auditory and kinaesthetic approaches are used such as supporting teacher talk with visual aids.</li> <li>• Alternatives to written recording is offered e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording.</li> <li>• Visual timetables are used to support pupil organisations and security.</li> <li>• Visual picture cues are used to support routines.</li> <li>• Shared signals are developed between pupils and staff to establish security when there is uncertainty.</li> <li>• Now/Next cues are used to support pupil retention.</li> <li>• Practical equipment is used to secure pupil understanding prior to moving onto abstract concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs, audio and videos are used to support understanding of processes and key features.</li> <li>• Models/artefacts/tactile maps that emphasise touch can support children with visual impairments to deepen their understanding of key concepts.</li> <li>• Mind mapping is used to support pupils see patterns and relationships.</li> <li>•</li> </ul>
<p><b><u>ICT:</u></b></p>	<p>ICT in geography allows pupils to:</p>

<ul style="list-style-type: none"> <li>• Accessibility features are used to include pupils with SEND as appropriate:</li> <li>• Pupils have access to typing programmes to develop their key skills and touch typing e.g. Nussy.</li> <li>• Pupils can access voice-recognition software e.g. Word dictate or Dragon Dictate to support recording.</li> <li>• Screen filters are used to cut down glare.</li> <li>• Font size is considered for worksheets (Size 12 or more); screen presentations (Size 20 or more)</li> <li>• Font type follows school's presentation policy.</li> <li>• Screen background is adapted for pupils with visual difficulties of dyslexia.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use voice recording to rehearse words, phrases, sentences.</li> <li>• Use visual images to present their learning.</li> <li>• Research the countries, landscapes.</li> <li>• Develop web links between schools.</li> <li>• Communicate information with pupils and parents.</li> <li>• Present their learning in an accessible way.</li> <li>•</li> </ul>
<p><u>Adult deployment and support:</u></p> <ul style="list-style-type: none"> <li>• All pupils are encouraged to be as independent as possible including pupils with SEND.</li> <li>• Adult support is planned for within lesson plans.</li> <li>• Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently.</li> <li>• Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties.</li> <li>• Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.</li> <li>• Adults offer opportunities to break down tasks into more manageable chunks.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults can support adaptation within lessons for pupils with SEND.</li> <li>• Directed adult support enables pupils to access visual/verbal prompts to support retention.</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Adults provide key questions to encourage pupil understanding, secure concepts and encourage assessment.</li> </ul>	
<p><b><u>Teacher communication:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher language is clear and accessible.</li> <li>• Key words, meanings and symbols are explained.</li> <li>• Instructions are given clearly and reinforced visually where necessary.</li> <li>• Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND.</li> <li>• Alternative communication modes are utilised to meet pupil need e.g. signing, braille.</li> <li>• Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning.</li> <li>• Comparisons between places or people can create barriers for pupils with communication and interaction difficulties or pupils on the autistic spectrum due to the language needed to conceptualise how a place is the same/different. Language needs to be taught explicitly.</li> <li>• Open-ended questioning is encouraged to support pupils with processing difficulties and to develop understanding of explanations/concepts.</li> <li>• Care should be taken using cartoons to explain processes. Real life artefacts/events/photographs should be used.</li> <li>•</li> </ul>
<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Pupil targets are within books.</li> <li>• Pupils can articulate their targets and show evidence of working towards their targets within their work.</li> <li>• Pupils can articulate their starting point within a curriculum area.</li> <li>• Pupils can articulate their learning through their Cornerstones Projects/focus.</li> <li>• Close the Gap is used across the curriculum to feedback learning to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress.</li> <li>• Targeted questioning enables adults to check understanding.</li> </ul>

<ul style="list-style-type: none"> <li>• Targeted questioning enables teachers to check and extend understanding.</li> </ul>	
<p><u>Memory/Consolidation/Retention:</u></p> <ul style="list-style-type: none"> <li>• Cornerstones projects/focus motivate, engage and inspire learning and enable pupils to build upon their knowledge and understanding within a context.</li> <li>• New learning is explained within the context of the Cornerstones focus/project and what the pupil already knows.</li> <li>• Information taught is concise.</li> <li>• Visual or concrete (real) materials are used to reinforce learning through sensory channels.</li> <li>• Explanations are clear, concise and simplified where needed.</li> <li>• The use of memory aids are encouraged e.g, displays, working walls, dictionaries, spelling cues, key questions, table top resources, visual cues.</li> <li>• Adults are utilised to support retention through pre/over learning, simplification of instruction/concept.</li> <li>• Encourage pupils to develop their own ways of remembering key information e.g. mnemonic.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to create word banks, mind maps to secure their understanding of a concept.</li> <li>• Digital resources are used to remind pupils and help pupils to reflect upon their prior learning.</li> <li>• Photographs and videos should be taken on field trips to support consolidation, analysis and explanation once back in school.</li> </ul>