



# Supporting children with SEND in Geography



This document describes the strategies which are ordinarily available to support pupils who have SEND.

<b>Maintaining an inclusive learning environment</b>	
<i>(See also Supporting Learners in Writing/Reading)</i>	
<ul style="list-style-type: none"> <li>• Pupils’ seating and the main board position are planned for the shape of the room.</li> <li>• Pupils can see and hear clearly, as necessary: the teacher " each other, and " the board/TV/screens.</li> <li>• Seating allows for peer or adult support.</li> <li>• There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.</li> <li>• Interactive whiteboards are non-reflective to reduce glare.</li> <li>• Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils’ own digital presentations – e.g. of a visit or field trip – so that everyone can contribute</li> <li>• Check the way marking used round the school, school grounds and any other centres is clear and in accessible formats (arrows, labels, symbols, etc).</li> <li>• ‘Understanding the World’ area of the EYFS Curriculum is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</li> </ul>	
<b>Strategies to Support Learners with SEND</b>	
<b>Supporting learners who have sensory issues</b>	<ul style="list-style-type: none"> <li>• Summarise ideas in pictures</li> <li>• Provide topical word banks and picture cards that the learner can point or refer to when explaining geographical processes</li> <li>• Use or present information in tables or diagrams, rather than unbroken text</li> <li>• demonstrations – e.g. making an erupting volcano using bicarbonate of soda and vinegar</li> <li>• Auditory methods – learners who find text-based work difficult could use sources which have been converted to an auditory form.</li> </ul>

<b>Supporting learners who struggle with transitions</b>	<ul style="list-style-type: none"> <li>• Make sure pupils are well prepared for visits and trips.</li> <li>• Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations</li> <li>• Visual timetable</li> </ul>
<b>Supporting learners who struggle to access lessons because of literacy difficulties.</b>	<ul style="list-style-type: none"> <li>• The pre-tutoring of important geography vocabulary, concepts and/or processes, where appropriate.</li> <li>• ‘Scaffolding’ speaking or writing, e.g. using sentence starters, writing or speaking frames that focus pupils’ attention on key pieces of information.</li> <li>• Writing or speaking frames can be used to provide prompts and support, e.g. when working with sources pupils could use ‘this tells me...’ “In this picture I can see...’</li> <li>• Modelling connectives to help prompt elaboration, e.g. ‘and so’ to help pupils link information, ‘because’ to encourage pupils to give reasons, and ‘consequently’ to prompt pupils to think of the results of action</li> <li>• Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words. Terms like ‘climate’, ‘gradient’, “ ‘height’ or ‘distance’, which can create barriers for many pupils because of their abstract nature.</li> <li>• Provide topical word banks and picture cards that the learner can point or refer to when explaining geographical processes</li> </ul>
<b>Supporting learners who struggle to retain vocabulary.</b>	<ul style="list-style-type: none"> <li>• The amount of material to be remembered is reduced.</li> <li>• Repeat or display important information.</li> <li>• The meaningfulness and familiarity of the material is increased.</li> <li>• Mental processing and explanations of complex tasks are simplified.</li> <li>• Begin each lesson with a review of the vocabulary learnt in the previous lesson.</li> </ul>
<b>Supporting learners who struggle with attention.</b>	<ul style="list-style-type: none"> <li>• Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods.</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan movement breaks and classroom jobs (e.g., handing out materials) for individual learners.</li> <li>• Use role-play to model processes (e.g. the water cycle)</li> <li>• Use pictures and symbols to illustrate abstract, new or historical concepts.</li> <li>• Pre-expose learners to the equipment and nature of the lesson (especially for experiments and practical lessons) to spark engagement and interest in the upcoming lesson.</li> <li>• Create a working classroom environment that is calming and simple, e.g., clear routines, organised workspaces.</li> <li>• Use preferential seating and proximity to engage all learners, e.g., have learners who struggle to concentrate at the front of the class, or plan for a teaching assistant to encourage the learner to participate and maintain focus.</li> </ul>
<p><b>Supporting Learners who have physical needs</b></p>	<ul style="list-style-type: none"> <li>• Pre-empt how an unfamiliar learning environment may affect SEND learners</li> <li>• Consider how assistive technology can support learning e.g. dictation software, photos, ear defenders etc.</li> <li>• A thorough risk assessment is necessary</li> </ul>