



Supporting pupils with SEND in Geography lessons

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<ul style="list-style-type: none">• A daily timetable is visible in every classroom identifying the geography session.• Visual cues (task management board) are provided.• Individual workstations are provided where required.• There is a consistent approach and structure to the History lesson.• Children are prepared for any change to the structure or routine.• Sensory breaks given when required.• Vocabulary is integrated throughout the lesson with visuals to support new language acquisition.• Questioning techniques used invite discussion rather than direct right/wrong answers.• Children are aware of a clear goal for what they are expected to achieve during the lesson.• Visual displays are referred to, to illustrate new strategies.• Verbal instructions are given clearly, and an appropriate number of instructions are given at any one time.• Adults regularly check in to assess understanding and enable early intervention where misconceptions arise.• Cold calling is used to support building confidence in communication.
Cognition and Learning	<ul style="list-style-type: none">• Overlays and chunking of text are used to support reading skills.• Provide opportunities to recall and repeat areas of geography explored in previous lessons through the retrieval.• The opportunity for peer and adult support is built into every lesson.• Gaps in learning are identified and addressed promptly.• Questions and activities match children's academic needs.• Visual cues are given when new concepts are introduced and wherever appropriate.• Self-assessment opportunities are included in each lesson.• Key vocabulary is introduced and explained at the start of each lesson and is regularly referred to throughout the lesson.• Pre-teaching of subject specific vocabulary is carried out.• PowerPoint slides are not overcrowded with information.• Incorrect letter formation is addressed promptly whenever it arises.• Widgets are used to support reading and understanding of texts.• Time will be given for the child to process new information and instructions with the support of visual cues.• Alternative methods of recording children's understanding e.g. group work, talking tins, technology can be used.• Writing or speaking frames can be used to provide prompts and support.



Social Emotional and Mental Health	<ul style="list-style-type: none">Verbal praise is used to boost confidence and self-esteem.Trusting relationships are nurtured between all adults in the classroom and the children.Adults are familiar with possible triggers and anxiety inducing scenarios.Individual workstations are used where appropriate.Task management boards are used to break down systems and concepts.TEAACCH style trays are used to support some pupils.There is a consistent approach to expectations and behaviour which is based on positive praise.The children are aware of a clear goal for what they are expected to achieve during the History lesson.Learning is broken down into manageable chunks.Children have nominated/are supported to find a safe space.Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand.Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group are tricky or difficult.A safe climate is created to ensure every child feels able to have a go.TIS strategies are used throughout lessons.Outcomes are made clear, so children know when they have reached this.Simple, specific, clear to understand instructions are used.Movement breaks or heavy lifting work sessions are built into lessons to support regulation.
Sensory and Physical	<ul style="list-style-type: none">Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom.Meaningful movement/sensory breaks are planned into lessons to avoid fatigue/dysregulation.Images and texts with printed work will be enlarged and/or the correct font sizes are used where there is visual impairment.Consideration of the seating environment is dependent on the child's need.Adults will check specialist equipment (e.g. hearing aids) prior to the start of the lesson.Task management boards are used to clearly break down individual instructions.Adults model the use of equipment and support where needed.Adults are familiar with possible triggers and anxiety inducing scenarios.Background noise will be minimised, and the classroom will be a quiet, calm environment.Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared.Adults will face the child when talking.Children will sit close to the front having clear vision of all aspects of the lesson.Children will be provided with key vocabulary specific to history with technical terms explained.