



## Supporting pupils with SEND in Geography lessons

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



### **Social Emotional and Mental Health**

- 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.
- TEAACH 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**

- 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.