

SEND/EAL Provision



Subject - Geography

These strategies could be implemented to ensure pupils identified as having SEND could access the geography curriculum.

Cognition & Learning	Communication & Interaction	EAL
Pre teach vocabulary, key skills and ideas and/or link back to vocabulary from previous learning to build upon. Use working walls or prompts in books to reinforce and revisit key methods and vocabulary. Have concrete resources/ learning aids to support learning e.g. tactile maps, globes, compass, 3D models Leave resources accessible in classroom for overlearning to occur independently. Repetition and revisiting of taught concepts to ensure sticky knowledge via morning maths, basic skills and arithmetic lessons. Ensure key learning is reviewed at start and end of every session. Encourage jottings to support and show understanding and reasoning Make it visual – use of pictures, diagrams etc. Provide opportunities for cross curricular experiences e.g. statistics, measurements.	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. Allow children the opportunity to talk through their responses through use of talking partners. Use of working walls or prompts in books to reinforce and revisit key methods and vocabulary. Emphasise key vocabulary throughout session. Provide opportunities to work independently throughout session. Use TAs effectively to help explain language and support with understanding of questions. Create accessible wall displays, including maps and plans and key geographical words. Digital photographs, line drawings and audio descriptions of key locations to supplement fieldwork experiences.	Pre-teach vocabulary and/or link back to vocabulary from previous learning to build upon. Modelling- ‘I do, we do, you do’ Use working walls or prompts in books to reinforce and revisit key methods and vocabulary. Encourage precise use of geographical language and provide lots of opportunities to reason and question using visual prompts where necessary. Ensure multi step tasks are delivered in chunks. Translation of key vocabulary into native language (if required as child is fluent in native language). Digital photographs, line drawings of key locations to supplement fieldwork experiences. Use real objects as a starting point for developing the concepts and the language
SEMH	Sensory – Visual	Sensory – Hearing
Be mindful of any trigger points for specific children and how this may impact upon their learning. Sensory/ movement breaks when needed Consistent and clear expectations of behaviour for learning and outcomes. Organised classroom and resources Careful consideration of seating, partners and groupings. Keep instructions positive, clear and present in a calm manner. A low-arousal area for pupils with immediately relevant materials/ resources to minimise distraction. Identify risk points in the lesson, visit or field trip – eg for pupils with noise or smell sensitivity. Give out details of fieldwork in advance, and in	Print resources on buff or coloured paper. Increased font/vary font Use verbal explanations/audio description when modelling/ explaining to the class. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Eliminate unnecessary copying from the board. Glare reduced. Enough light provided. Ensure children can see teacher and board clearly. Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Use 3D models, sonic or tactile maps where	Use lots of visual and concrete resources to explain key concepts. Subtitles should be switched on when showing a video. Background noise and reverberation reduced. Check for understanding to avoid misconceptions. Divide listening time into small chunks. Allow ample thinking and talking time. Ensure children can hear teacher and any equipment used. Identify risk points in the lesson, visit or field trip – eg for pupils with noise or smell sensitivity

appropriate formats.

appropriate (www2.glos.ac.uk/gdn/disabil/blind/ch9_4.htm)

Motor Skills

Consider alternative methods of recording.

Use of technology to support learning.

Set achievable outcomes for recorded work in lessons.

Give instructions in short chunks, checking back understanding of tasks with pupils.

Provide room for pupils with mobility difficulties to obtain their own resources, equipment and materials.

Consider the choice of chairs and desks, eg adjustable height tables, raised boards.

Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.

Ensure there is room for pupils with mobility difficulties to leave the site of an accident.

Plan early to make reasonable adjustments to include pupils with disabilities on trips, whether local or further afield.

Check the way marking used round the school, school grounds and any other centres is clear and in accessible formats (arrows, labels, symbols, Braille etc).

Make sure there are enough breaks so that pupils, particularly those with physical needs, do not become tired.

Writing, drawing, recording on the computer.