



## SEND Provision Geography

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in geography.

### The Four Broad Areas of Need

#### Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

#### Communication and Interaction

With regard to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

#### SEMH

Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways. We recognise that all behaviour is a form of communication. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or other concerning behaviour.

#### Physical and Sensory Needs

Referring to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic.	Highlighting of key points to cue children in.
Support key vocabulary with symbols/visuals.	Whole class reading of source materials to support understanding.
Assess child's level of prior knowledge and vocab before the topic.	Enlarging text and copying onto buff paper.
Enable additional thinking/processing time	Use of visual and audio sources.
Give the child a whiteboard or method of jotting down ideas to support their participation.	Shared reading opportunities to give children opportunity to practise.
	Adapting reading materials such that they match pupils reading age/ability.

<p>Communication fans and other prompts to signal 'agree/disagree/I have a question' using nonverbal methods</p>	<p>Alternative methods of communication such as comic strips, pictures, annotated drawings.</p> <p>Use of word processor, speech to text software.</p> <p>Use of peer scribe, adult scribe, my turn your turn approaches.</p> <p>Broken down success criteria</p> <p>Scaffolds for writing.</p>
<p><b><u>Social, Emotional and Mental Health</u></b></p>	<p><b><u>Physical and/or Sensory</u></b></p>
<p>Prior warning of any sensitive topics.</p> <p>Liaison with parents/carers in advance of any sensitive/triggering topics</p> <p>Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed.</p> <p>Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.</p> <p>Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.</p>	<p>Allow children to feel artefacts if possible/allowed.</p> <p>Enlarged pictures/texts/detailed descriptions which paint a picture of an object.</p> <p>Prior warning of anything unexpected.</p> <p>Gloves to handle objects if sensory.</p> <p>Removal to a space away from any smells.</p> <p>Option to observe artefacts from a distance and relate/compare to a printed photo of the objects.</p> <p>Consider pupil sensory audits and adaptations.</p> <p>Use of additional adults to supports learners when visiting places for fieldwork in geography.</p>