SEND Provision in Geography

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
• Accessing reading/ written sources of information/maps etc. • Poor memory and recall skills. • Recording written investigations or findings during fieldwork. • Poor sequencing skills of processes.	• Use of symbols, larger print, colour coding, multi-sensory reinforcement and photographs (if available) and a greater emphasis on aural memory skills. • Use of word banks and sentence stems which include pictures (Widgit online). • Dyslexia friendly environment. • Scribing for identified- post it notes of children's ideas and answers. • Use of technology (e.g. Seeing AI, Microsoft Lens, Digital maps, virtual tours). • Use of working walls showing skills developed in each lesson and how successive lessons topics or processes link together both chronologically and advancement of skills including symbols, images or objects to make it more accessible. Repetition and display of key information. • Use of technology to reduce the need for pupils to rely on their short or long-term memories. • New learning fits into the framework of children's prior knowledge. • A range of sources of assessment, including individual pupils' successes in the lessons, taking account of their oral contributions. • Flexible grouping: pairing with a more able reader/writer. Use of Kagan style tables to support with discussions. • Repetition built in. • Referral to knowledge organisers to support children in identifying key areas of learning throughout the unit of work. • Children with processing and communication impairments given processing time to think about questions before being required to respond.	• Following instructions. • Understanding and using new topic vocabulary. • Lower than expected levels of expressive vocabulary – 'they can't find the words'.	• Instructions given in small steps. • Referral to knowledge organisers stuck into books at the beginning of each new topic. • Knowledge organisers sent home before the unit, containing new vocabulary for the children to be exposed to. • Pre-teaching of new vocabulary prior to the start of the unit and each lesson. • Limited vocabulary to that which is necessary to ensure progress. • Vocabulary that has been learnt and is being used during learning displayed on the working wall. • Children allowed time to discuss the answers to questions with peers. • Children with processing and communication impairments given processing time to think about questions before being required to respond.
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision

• Videos with overstimulating or challenging themes. • Poor motor control when using equipment for fieldwork e.g. thermometers and stop watches. • Hearing impairment. • Visual impairment. • Sensory sensitivities to sound/ noise.	• Provide sources and themes which are matched to the needs of the child, e.g. enlarged sources/ maps/visuals/I.T. • Support with group work to avoid conflict/sensory overload. • Support to avoid conflict/sensory overload – use of ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress. • Use of subtitles where necessary. • Opportunities to learn about Geography through physical contact and immersive experiences where possible and relevant.	• Understanding own thoughts and contrasting with those of others. • Working effectively as part of a group • Anxiety towards new or sensitive themes. • Anxiety towards unknown or abstract themes, such as natural disasters.	• Working in a small group with a trusted adult for emotional support and to avoid conflict. • Some children to work individually where appropriate. • Pre-teaching of the current unit and discussing their responses when necessary. • Clear rules and expectations, consistent boundaries, rewards and sanctions in line with school's behaviour policy. • Pre-teach challenging concepts, themes and vocabulary in advance to prepare children fully.

Autism Spectrum Condition (ASC)
Speech, Language & Communication Needs (SLCN)

Communication & interaction

SPLD e.g. dyslexia
Severe learning difficulties
Moderate learning difficulties
Profound and multiple learning difficulties

SEND
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Broad
Areas

Social, emotional and mental health difficulties

Cognition & learning

Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Anxiety
Eating Disorders
Attention Deficit Disorder (ADD)
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)

Sensory & or physical needs

Visual impairment
Hearing impairment
Physical disability
Sensory processing
Multi-Sensory Impairment
Dyspraxia