



# Supporting Learners with SEND in Geography



<p><b>Creating an inclusive environment</b></p>	<ul style="list-style-type: none"><li>- All Geography lessons, if taking part outside the classroom, will allow all learners to take part and be an active participant.</li><li>- Ensuring that sometimes there is the expectation that children will work in mixed ability groups/pairs to ensure that everyone is included.</li><li>- Ensuring all learners can access the lesson, whether by powerpoint, group work etc.</li><li>- Considerations given to whether they would be best working with the whole class, in a small group or 1:1 with an adult</li><li>- Use of ICT to support if beneficial</li><li>- Consideration of the physical layout of the work space ensuring that all learners can access the equipment needed in the lessons</li><li>- Understanding of how learners best learn – visual, auditory, kinaesthetic</li><li>- Visual cues given to children as well as oral ones</li></ul>
<p><b>Curriculum considerations</b></p>	<ul style="list-style-type: none"><li>- All learners given the opportunity to interact with a range of geographical resources</li><li>- Repetition of key vocabulary and facts to support learners</li><li>- Correct terminology used an embedded across the school to ensure consistency</li><li>- Visual cues given to represent geographical terminology</li><li>- Use of ICT to support learners (BBC Bitesize, youtube)</li></ul>
<p><b>Strategies to scaffold learning</b></p>	<p><u>Learners who struggle with attention</u></p> <ul style="list-style-type: none"><li>- Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources</li><li>- Pre-teach elements of the lessons to learners so they only have to attend for short amounts of time. This may just be the meaning of vocabulary.</li><li>- Consider the length of teaching input</li><li>- Particular roles given to children who are going to struggle with their attention</li><li>- Learners given short, manageable bursts of learning to help structure their attention</li></ul>

Learners who have sensory needs:

- Considerations to the size of the group they work in, to ensure that children are not overwhelmed

Learners who have literacy difficulties:

- Visual aids provided to help children explore elements of geography, the use of physical sources.
- Strategies such as modelling and demonstrating used to take the literacy element away
- physical, visual and graphic sources, discussion based
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Learners who struggle to retain vocabulary:

- Pre-teaching of vocabulary and key terms before the lesson starts
- Recapping terminology at the beginning of each lesson
- Visual word banks with pictures attached to support understanding
- Key historical vocabulary referred to throughout the school day as well as in Geography lessons

Learners who need additional time to support their conceptual understanding:

- Content broken down into small steps to build understanding
- Now and next cards used
- Visual timetables and success boards
- Opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience.