



SEND Provision in Geography 2024-25

Area of Need: Cognition and Learning	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> 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 impairments given processing time to think about questions before being required to respond .Use of symbols, larger print, colour coding, multisensory reinforcement and photographs (if available) and a greater emphasis on aural memory skills. • Scribing for identified- post it notes of children's ideas

Area of Need: Communication and Interaction	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> • Being able to use their voice . 	<ul style="list-style-type: none"> • Children with communication impairments given processing time

<ul style="list-style-type: none"> • Understanding and using new vocabulary linked to topic • Lower than expected levels of expressive vocabulary 'they can't find the words' • Following instructions and Sequences. 	<p>to think about questions before being required to respond</p> <ul style="list-style-type: none"> • Use different forms of communication – such as gesture and visual cues. • Pre-teaching of new vocabulary prior to the lesson. • Limit vocabulary to that which is necessary to ensure progress. • Children allowed time to discuss the answers to questions and evaluate work with their peers.
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Area of Need: Social, Emotional & Mental Health	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others. • Working effectively as part of a group • Lack of resilience - feeling they aren't any good. This could result in lack of care and effort and/or frustration. • Changes in routines due to field trips • Lack of understanding of the wider world and new knowledge that is being taught 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually. • Pre-teaching and discussing the responses to the work. • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work • Allow time if pupils need extra time • Allowing repetition when a pupil discovers success. • Pre preparation for changes in lesson structure or planned field trips

Area of Need: Physical & Sensory	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> • Lower than expected fine motor control. • Hearing impairment • Visual impairment • Colour vision deficiencies • Sensory overload relating to conditions associated with ASD/ADHD 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged resources/visuals/IT where appropriate • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in • Provide an effective way for a child to communicate any distress. • Ensure there is a wide range of equipment – scissors, adaptable equipment, variety of materials that are easy to adapt etc • Provide extra time should it be needed