

## SEND across the curriculum

*What do we do across school to support SEND needs?*

### Subject:

- Geography

*As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)*

- Planning is carefully considered in order to meet the needs of all pupils.
- Support staff are made use of, where available.
- Flexible grouping used- use of partners, mixed-ability groups and also independent work.
- Delivery of lessons usually includes a PowerPoint for visual aid- children will have a range of activities to complete- some in books, some recorded through photographs, post-its.
- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs/LSPs.
- A range of practical resources available to support topic learning.
- A range of activities planned to cater to different learning styles.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Have accessible 'pots' with key learning in to refer to at the start of each lesson to embed key learning/sticky learning.
- Knowledge organisers available on the working wall for children to refer to throughout the unit.
- Knowledge organisers available on the school website for parents to explore at home with them.

### Specific examples for the different areas of need

<b>Cognition &amp; Learning</b>	
Barriers	Provision
Reading resource/ source materials.	•Highlighting of key points to cue children in.
Recording of work using paper and pencil methods.	•Whole class reading of source materials to support understanding. •Enlarging text and copying onto buff paper.
Understanding the concept of time/ passage of time.	•Use of visual and audio sources.

	<ul style="list-style-type: none"> <li>•Shared reading opportunities to give children opportunity to practise.</li> <li>•Adapting reading materials such that they match pupils reading age/ability.</li> <li>•Alternative methods of communication such as comic strips, pictures, annotated drawings.</li> <li>•Use of word processor, speech to text software.</li> <li>•Use of peer scribe, adult scribe, my turn your turn approaches.</li> <li>•Broken down success criteria</li> <li>•Scaffolds for writing.</li> <li>•Colourful semantics.</li> </ul>
<b>Communication &amp; Interaction</b>	
<b>Barriers</b>	<b>Provision</b>
<p>Complex subject specific vocabulary/new vocabulary.</p> <p>Participation in lessons which are largely discussion based.</p>	<ul style="list-style-type: none"> <li>•Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic.</li> <li>•Support key vocabulary with Makaton signs (where appropriate) and with symbols/visuals.</li> <li>•Assess child's level of prior knowledge and vocab before the topic.</li> <li>•Enable additional thinking/processing time.</li> <li>•Give the child a whiteboard or method of jotting down ideas to support their participation.</li> <li>•Communication fans and other prompts to signal 'agree/disagree/I have a question' using non-verbal methods.</li> </ul>
<b>Social, Emotional &amp; Mental Health (SEMH)</b>	
<b>Barriers</b>	<b>Provision</b>
<p>Talking about other countries could be a trigger for children e.g. mention of a country that they have previously lived in could bring up unhappy memories/nostalgia for them.</p> <p>Talking about particular topics in geography such as natural disasters could be a potential trigger for some children.</p>	<ul style="list-style-type: none"> <li>•Prior warning of any sensitive topics.</li> <li>•Liaison with parents/carers in advance of any sensitive/triggering topics</li> <li>•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.</li> <li>•Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.</li> </ul>

	<ul style="list-style-type: none"> <li>•Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.</li> </ul>
<b>Physical and/or Sensory</b>	
<b>Barriers</b>	<b>Provision</b>
<p>Being able to view maps and other visual resources.</p> <p>Sensory overload.</p> <p>Fieldwork opportunities.</p>	<ul style="list-style-type: none"> <li>•Allow children to feel artefacts if possible/allowed.</li> <li>•Enlarged pictures/texts/detailed descriptions which paint a picture of an object.</li> <li>•Prior warning of anything unexpected.</li> <li>•Gloves to handle objects if sensory.</li> <li>•Removal to a space away from any smells.</li> <li>•Option to observe artefacts from a distance and relate/compare to a printed photo of the objects.</li> <li>•Consider pupil sensory audits and adaptations.</li> <li>•Use of additional adults to support learners when visiting places for fieldwork in geography.</li> </ul>

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record, e.g. tables, diagrams, voice notes, use of ICT to record.
- Teacher judgement and Assessment for Learning used to assess children's learning alongside their recorded work.
- 'Key Questions' completed at the end of each lesson. These are then discussed as a class and purple pen is used to add further information/ to correct. This gives the teacher a good understanding of misconceptions/ whether children have understood.
- A or PA for work in books will also be informed by oral answers. Teacher to scribe on a post-it any answer gives by a child with SEND that may contribute to them achieving objective.
- Tests not given - each lesson informs the lesson objective.

### How are we challenging SEND pupils in this subject?

- All Geography plans are differentiated and identify the needs of SEND pupils, ensuring pupils are challenged appropriately.
- Children work in mixed ability groups and challenge and support each other during group work.
- Immediate engagement tasks allow children to revisit prior learning and apply their skills.
- High expectations- if children struggle to write then opportunities for pictorial representations for learning are given.
- Lots of opportunities for oral responses, rather than written responses.

### How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus
- Use of knowledge pots
- Learning sequences
- Repetition
- Teacher/ T.A. support
- Immediate engagement activities
- Themed weeks allow children to apply and consolidate their skills
- Range of learning styles catered for allows learning to be accessed in different, memorable ways
- Fieldwork/ practical learning
- Start and end of topic quizzes.
- Lots of repetition- checking at the start of each lesson the previous lesson's learning.
- Repetition of key vocabulary- checking meaning regularly (pre-teach vocabulary books).
- Use of pictorials to help retain new vocabulary.