

## Adaption for children with SEND in Geography

Area of Need	Barrier / Learning Challenge	Adaptation
Specific Learning Difficulty	Understanding new Geography knowledge	Range of teaching strategies to support different types of learners, including: <ul style="list-style-type: none"> <li>• Hands-on learning (children able to touch/explore).</li> <li>• Use of outdoor environment.</li> <li>• Use of ICT (videos, maps, google maps, satellites etc).</li> <li>• Practical fieldwork investigations.</li> <li>• Use of knowledge notes and dual coding to support understanding.</li> </ul>
	Recording Written learning	<ul style="list-style-type: none"> <li>• Range of ways to record work incl. verbally, group presentations, use of ICT, written, scribes etc.</li> <li>• Adult support as appropriate for individual child.</li> </ul>
Communication and Interaction	Understanding new vocabulary	<ul style="list-style-type: none"> <li>• Some pre-teaching of new vocabulary prior to lesson.</li> <li>• Liaise with Speech and Language Lead.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Explicit teaching of new vocabulary</li> <li>• Use knowledge notes and dual coding to support understanding</li> <li>• New vocabulary limited to manageable number</li> <li>• Continuous checking of understanding of key terms/concepts</li> </ul>
	Difficulty participating in class discussion	<ul style="list-style-type: none"> <li>• Carefully considered groupings/pairings with adult support as appropriate.</li> </ul>
	Communicating within lessons	<ul style="list-style-type: none"> <li>• Think pair share before cold calling</li> <li>• Allow time for child to respond to questions.</li> <li>• Use alternative forms of responding such as mini whiteboards or partner feedback.</li> <li>• Give child warning if you're going to ask/ expect an answer to a question.</li> <li>• Use a card system for them to show when they may need support.</li> <li>• Give child enough warning/time to answer.</li> <li>• Discuss given question within small group/1:1 with an adult.</li> </ul>
Social, Emotional and Mental Health	Sabotaging work if it's not perfect.	<ul style="list-style-type: none"> <li>• Use of learning labels to focus on the aspects that prioritise the learning over the presentation.</li> <li>• Conversation before and during about their plan for execution</li> <li>• Use of the whoops moment for when things do not go to plan.</li> <li>• Encourage/praise.</li> <li>• Adult support if becoming dysregulated.</li> </ul>
	Anxiety around new experiences to celebrate Geography, eg. school trips.	<ul style="list-style-type: none"> <li>• Modifying the activity.</li> <li>• Talking to individuals about anxiety and what could be done to improve/help.</li> <li>• Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.</li> </ul>
	Completing Work	<ul style="list-style-type: none"> <li>• Short, sharp instructions for child to tick off when complete.</li> <li>• Task planners</li> </ul>
	Low Self esteem	<ul style="list-style-type: none"> <li>• Opportunities for children to share their work in quieter areas of classroom with their adults if they prefer.</li> <li>• One to one sharing.</li> </ul>
	Challenging Behaviour.	<ul style="list-style-type: none"> <li>• Allow movement or release breaks/ different work environments such as a wall table.</li> <li>• Modify activity and expectations.</li> <li>• Smaller groups, clear instructions, adult support.</li> </ul>
Sensory or Physical	Visual or Hearing Impairment.	<ul style="list-style-type: none"> <li>• Adult support.</li> <li>• Demonstration of how to use equipment.</li> <li>• Larger/smaller space.</li> <li>• Consult with the relevant sensory support teams.</li> </ul>
	Difficulty accessing resources effectively	<ul style="list-style-type: none"> <li>• Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc.).</li> <li>• Physical and sensory needs taken into consideration in advance of practical work (incl. school trips etc.) to ensure activities are accessible.</li> <li>• Use of range of different resources (hands-on practical learning, ICT etc.).</li> <li>• Options to record learning in different ways if appropriate.</li> <li>• Close working links with other agencies supporting individual children.</li> </ul>