

Geography
Supporting children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Understanding concepts</p> <p>Understanding links between different localities</p> <p>Retaining information/meaning of vocabulary</p> <p>Literacy skills – ability to read information e.g. in atlas, difficulties with writing</p>	<p>Break down learning into smaller chunks</p> <p>Kapow – support activities</p> <p>Use actual maps</p> <p>KWL grids</p> <p>Visual representations</p> <p>Vocabulary with visuals</p> <p>Checklist</p> <p>Simple instructions</p> <p>Repeat instructions</p> <p>Peer collaboration</p> <p>Retrieval questions to be used at the beginning of each lesson and within lessons where suitable</p> <p>Pre-teach to understand vocabulary or subject content</p> <p>Practical activities where possible and writing frames to be used if needed</p> <p>Teacher to read and scribe if necessary</p>	<p>Non-verbal selective mute</p> <p>Difficulties using language/expressing themselves</p> <p>Difficulties with processing language.</p>	<p>Small group work</p> <p>Visuals</p> <p>Videos</p> <p>Get children to explain their ideas in groups (recite through poetry etc)</p> <p>Sentence starters/modelled language</p> <p>Repetition/stem sentences</p> <p>Opportunities to express ideas in various ways- not just verbal</p> <p>Lots of concrete resources to support (maps, globes, atlases etc)</p> <p>Simplified step by step instructions - chunking, learning mats</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Sensory issues</p> <p>Using a pencil</p> <p>Hearing</p> <p>Visual difficulties</p>	<p>Free choice sensory activities – encouragement</p> <p>Using ipads to collect ideas</p> <p>Create examples of geography e.g. water cycle using junk</p> <p>Words to support</p> <p>Ensure documents are enlarged</p> <p>Magnifier used</p>	<p>Regulation</p> <p>Low self-esteem – often withdraw from challenges</p> <p>Distressed by new experiences or triggered by specific topics</p>	<p>Movement breaks</p> <p>Vestibular breaks</p> <p>Brain breaks</p> <p>Calming music</p> <p>Regular emotional check ins</p> <p>Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are</p>

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Recording information	Online resources to zoom in and out ICT resources to be used so children can record online		accessible. Children to be introduced to area/environment e.g. through photos or social story before trips/visits Ensure content being used in lesson is considered and approached in a sensitive manner. Group work and collaborative work rather than just individual. Time given to think before asking for answers
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