

Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching

Subject: Geography

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

The following will be employed alongside and in addition to the needs and strategies:

Cognition and Learning

- 1) Identifying key vocabulary, ensuring this is clearly explained and used alongside visuals to aid recall
- 2) Breaking down instructions and information carrying words using visual prompts to refer back to
- 3) Checking understanding using whole class feedback

Communication and Interaction

- 3) Explaining key vocabulary and modelling correct use of this
- 4) Allow opportunities for non-verbal communication
- 5) Ensure clarity of instructions and repetition to embed / reinforce instructions, with key tasks presented on the whiteboard using chunking

Social, Emotional & Mental Health

- 1) Chance to think, pair, share, reflect and discuss with class
- 2) Everybody's input is valued, and different viewpoints are appreciated
- 3) Begin by revisiting prior learning to allow children to feel secure and improve knowledge retrieval, giving early opportunities for success

Sensory and Physical

- 1) Use of mapping, non-written information and evidence to support understanding and record responses
- 2) Careful positioning within the classroom with consideration of specific needs and TA support including flexible, purposeful grouping
- 3) Activities chunked and carefully planned to avoid sensory overload