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

Subject: Geography

"*The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global."*

"Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet."
National Curriculum, QCA, 2009

To make geography lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. Staff need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way − eg using a video camera to capture activity on a field trip rather than navigating inaccessible areas. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

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) Access to technology to better enable access to learning.
2) Images for vocab – recall.
3) Peel technique – Point, Evidence, Explain

Communication and Interaction

1) Explanation and clarification of key vocab.
2) Using translation techniques.
3) Whiteboard to show key tasks – chunking.

Social, Emotional & Mental Health

1) Knowing – understanding the children. Pupil profiles.
2) Where we are and where we are going on the PowerPoint slide – now and then.
3) Early opportunities for success.

Sensory and Physical

1) Visually engaging.
2) Seating based on needs – input from TA.
3) Size of text.
   Colour of PowerPoint.

Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	Geography	Ob
Sound and light issues For example: • background noise and reverberation are reduced • sound field system is used, if appropriate • glare is reduced • there is enough light for written work • teacher's face can be seen – avoid standing in front of light sources, eg windows • pupils use hearing and low vision aids, where necessary, and • video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.	**Sound and light issues** Interactive whiteboards are non-reflective to reduce glare.	
Seating Pupils' seating and the main board position are planned for the shape of the room. Pupils can see and hear clearly, as necessary: • the teacher • each other, and • the board/TV/screens. Seating allows for peer or adult support. There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.	**Seating** Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.	

Maintaining an inclusive learning environment	Geography	C
Resources Storage systems are predictable. Resources are: • accessible, eg within reach, and • labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.	**Resources** Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.	
Displays Displays are: • accessible, within reach, visual, tactile • informative, and • engaging. Be aware of potentially distracting elements of wall displays.	**Displays** Create accessible wall displays, including maps and plans and key geographical words.	
Low-arousal areas A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.	**Low-arousal areas**	
Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked. There is room for pupils with mobility difficulties to leave the site of an accident. Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.	**Health and safety** Identify risk points in the lesson, visit or field trip – eg for pupils with noise or smell sensitivity.	

Maintaining an inclusive learning environment	Geography
Unfamiliar learning environments Pupils are prepared adequately for visits.	**Unfamiliar learning environments** Use fieldwork and visits to develop pupils' understanding of different environments. They also offer many other possibilities for learning. Plan early to make reasonable adjustments to include pupils with disabilities on trips, whether local or further afield. A risk assessment should be made in accordance with school and government policy. Check the way marking used round the school, school grounds and any other centres is clear and in accessible formats (arrows, labels, symbols, Braille etc). Give out details of fieldwork in advance, and in appropriate formats. Digital photographs, line drawings and audio descriptions of key locations can be a great supplement to the fieldwork experience. Make sure there are enough breaks so that pupils, particularly those with physical needs, do not become tired. As with all lessons, you may need to prepare pupils in how to use correct geographical terminology to identify and record the features of environments they visit.

Multi-sensory approaches, including ICT

Multi-sensory approaches, including ICT	Geography
Multi-sensory approaches Pupils' preferred learning styles are identified and built on: • when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video • for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and • to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.	**Multi-sensory approaches** Build on pupils' preferred learning styles when explaining concepts, using different media – eg: • pupils may enjoy creating 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link geography with literacy (see **www.readwritethink.org**) • use photographs and audio descriptions to describe patterns, processes and key features • pupils can create a 'wordscape' of an area by writing (or having someone scribing for them) on a photograph or sketch of an area, adjectives or nouns to show its chief characteristics • resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available if appropriate (see **www2.glos.ac.uk/gdn/disabil/blind/ch9_4.htm**) • audio descriptions of material can be helpful for pupils with visual difficulties • use mind maps to help pupils see patterns and relationships. Ask for specialist advice on equipment for pupils with particular SEN and/or disabilities. For example, map work with pupils who are blind or have severe visual impairments is a complex area, and you should get support from specialist staff. For general advice, visit the Royal National Institute of Blind People's website: **www.rnib.org.uk**

Guidance from TDA

https://dera.ioe.ac.uk/13792/1/geography.pdf