

SEND in my subject area: Geography

What is in place in your subject area for teaching that subject to children with SEND?

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information / meaning of vocabulary	Retrieval questions to be used at the beginning of each lesson and within lessons where appropriate. Pre-teach to understand vocabulary that will arise in the lesson. Word banks are displayed on the wall within classes to revise and regularly recap.	Difficulties using language / expressing themselves	Sentence starters / modelled language. Dictated sentences for those who require support with independent sentences. Stem sentences / repetition Partner talk My turn-Our turn-Your turn
Literacy Skills – ability to read/write information e.g. in atlas, difficulties with writing	Labels with picture cues, word banks Scaffolding Writing frames Alternative recording method (mind map, video, photographs, poster, adult scribe) Adult support, peer support (mixed ability pairing supports) Clicker access Inprint resources Use of talk tins/tiles Use of muddled sentences Cloze procedure Sentences openers Grow the code mat Reducing the length of written information	Difficulties with processing language /following instructions	Opportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagram. Think, pair and share. Talk tins/tiles to structure and rehearse sentences (teacher recorded and pupil recorded) Simplified step by step instructions. Chunking. Pictorial prompts Model – do Time to formulate information / answers
Numeracy Skills – ability to create / read data tables etc.	Frames and templates to aid presentation of data.		
Conceptual Understanding difficulties	Pre-teach opportunities Adaptive teaching – allow small groups for overlearning opportunities. Provide worked examples to use as a model for independent work		
Children with dyslexic tendencies	Coloured overlay Coloured background on screens Usual dyslexic support given when reading / writing		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	Usual supports must be available: pencil grip sloping board and non-slip mat writing frames scaffolds scribe cut up sentences	Children who struggle to maintain attention	Fast paced lessons, model and do approach to teaching, use of interactive resources Opportunities to move – give out books, maps etc Non-verbal reminders Seating plans

<p>Children with gross motor difficulties</p>	<p>All children must be able to access a planned activity Any visits take place with their normal support available.</p>	<p>Anxiety</p>	<p>Wobble cushion Bite/chew chains Fidget toys</p>
<p>Children with hearing difficulties</p>	<p>Seating plan – ensure children are seated where they can hear and see the adult Picture prompts Adult check ins Adult repeat back other children’s answers that may not be heard Hearing loop to assist hearing-impaired pupils.</p>	<p>Children who have difficulty with transitions and routines</p>	<p>Ear defenders</p> <p>Advance preparation for how the lesson will run Now and next strategy Visual timetables Advance preparation for practical / field work – ensure they are aware of the location and are supported by a familiar adult</p>
<p>Children with visual difficulties</p>	<p>Seating plan – can they see the board? Enlarged resources Adult check-ins Clear paths to navigate the classroom.</p>		