**SEND in my subject area - Geography**

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

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| **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 suitable * Pre-teach to understand vocabulary or subject content * Working walls are used to capture learning and this allows the children to look back at what they have learnt. | * Difficulties using language/expressing themselves | * Sentence starters/modelled language * Repetition/stem sentences * Opportunities to express ideas in various way- not just verbal |
| * Literacy skills – ability to read information e.g. in atlas, difficulties with writing | * Key words dual coded on display boards * Writing frames to be used * Decodable text linked to topic * Sentence stems * Dual coded transcription resources | * Difficulties with processing language. | * Simplified step by step instructions with visuals * Chunking learning * Key vocabulary displayed on the working wall and explicitly taught during the lesson * ‘I say, you say’ mantra embedded. * Dual coding mats |

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| **Physical and Sensory** | | **Social Emotional and Mental Health** | |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Visual difficulties | * Ensure documents are enlarged * Magnifier used * Online resources to zoom in and out | * Low self-esteem – often withdraw from challenges | * Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are accessible |
| * Recording information | * ICT resources to be used so children can record online * Talking tins * Record work on seesaw | * Distressed by new experiences or triggered by specific topics | * Children to be introduced to area/environment e.g. thorough photos or social story before trips/visits * Ensure content being used in lesson is considered and approached in a sensitive manner. * Teaching staff to have a clear understanding of children and their backgrounds and adapt the lesson accordingly. |
| * Other sensory need | * Physical resources e.g. maps, compasses, globes |  |  |