**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
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| * 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
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| * 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.
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| * Other sensory need
 | * Physical resources e.g. maps, compasses, globes
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