



## Strategies for supporting pupils with Special Educational Needs and Disabilities in **Geography** lessons



<b>Individual Need</b>	<b>Strategies to promote inclusion</b>
<b>Attention Deficit Hyperactivity Disorder (ADHD)</b>	<ul style="list-style-type: none"> <li>• Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure the teacher, a TA or a buddy is available.</li> <li>• During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting but remain clear that the learning objective is the focus.</li> <li>• Provide brain breaks/movement breaks as appropriate.</li> <li>• There are lots of opportunities within Geography for group work – depending on the child, ensure they have a ‘role’ within the group and plan additional resources in case a pupil needs to work independently.</li> </ul>
<b>Autism Spectrum Condition (ASC)</b>	<ul style="list-style-type: none"> <li>• Geography lessons and fieldwork can be overwhelming for autistic children due to the changing nature of lessons – allow children time and space if overwhelmed.</li> <li>• Some children may have definite ideas based on their prior knowledge or possible misconceptions which need to be explored such as which countries are in which continents.</li> <li>• Be able to show understanding in a range of ways including visual as well as written information.</li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Physical resources are clearly demonstrated to children.</li> <li>• Additional practise looking from whole-world maps to sections – use physical resources to support.</li> <li>• Support with quantitative data e.g. graphs, charts etc. Visual aids and word-mats to help with vocabulary.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• When using the interactive whiteboard, use light, pastel coloured background to avoid black text on a white background.</li> <li>• Any printed resources will be on pastel coloured paper, avoiding black font on white paper.</li> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Pre-teach vocabulary linked to geography that will help the child to succeed in the lesson.</li> <li>• Differentiate the learning objective so that the child understands what is being asked of them.</li> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Reading text-heavy atlas pages or summarising within handouts if required.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Provide adapted resources such as pencil grips, larger pencils and spring-loaded scissors as appropriate.</li> <li>• Demonstrate any equipment to be used for Geography lessons or fieldwork.</li> <li>• A range of showing understanding – visual, written, drawing, graphs etc</li> </ul>

<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Pre-teach key vocabulary if required.</li> <li>• Demonstrate the use of equipment.</li> <li>• Visual aids if required.</li> <li>• When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site.</li> <li>• Ensure instructions are understood before the lesson begins and any additional instructions are provided in an appropriate approach.</li> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Adults will discretely check that the child is wearing their hearing aid if required.</li> <li>• A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment.</li> </ul>
<b>Toileting Needs</b>	<ul style="list-style-type: none"> <li>• Allowances and provision needed when completing fieldwork away from school building/trips.</li> <li>• Staff to follow guidance in pupil's intimate care plans.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Demonstrate how to use equipment each time it is used for consistency and processing.</li> <li>• Break down tasks into manageable chunks and demonstrate each step as required.</li> <li>• Adapting reading materials such that they match pupils reading age/ability.</li> <li>• Alternative methods of communication such as comic strips, pictures, annotated drawings.</li> <li>• Writing supports extended writing including examples of text and scaffolded frame.</li> <li>• Step by step instructions.</li> <li>• Group and partner work within fieldwork to help stay on task and provide peer support.</li> <li>• Total recall activities and low-stake quizzes are used frequently to develop cognition and learning in geography and promote a deeper understanding of skills.</li> </ul>
<b>Speech, Language &amp; Communication Needs</b>	<ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Demonstrate how to use equipment each time it is used for consistency and processing.</li> <li>• Break down tasks into manageable chunks and demonstrate each step as required.</li> <li>• Writing supports extended writing including examples of text and scaffolded frame.</li> <li>• Step by step instructions with understandable vocabulary.</li> </ul>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li>• Provide short, simple clear instructions.</li> <li>• Try and keep the children calm during fieldwork activities which can be exciting, as this can lead to a tic.</li> <li>• Place resources at a safe distance especially if tics are happening at the time of the lesson.</li> </ul>

<p><b>Social, Emotional and Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Our school's Thrive and jigsaw approach will be used by all adults supporting the child within the lesson.</li> <li>• Positive reinforcement and positive atmosphere within lessons.</li> <li>• Fieldwork and experiential Geography may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important. Similar to PSHE lessons, discussion is welcome and sharing within class with boundaries and rules for not sharing other people's stories without permission to allow children to feel comfortable to chat knowing that their experiences will not be spread outside the classroom.</li> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> <li>• Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</li> <li>• Teach problem solving before the lesson, and strategies to overcome problems that might be faced.</li> <li>• Model how to use geography tools before setting the work.</li> <li>• Where appropriate, use a 'Now and Next' board to explain any changes to the routine.</li> <li>• Reassurance, especially of difficult concepts e.g. lines of latitude, longitude etc. and explaining in a range of ways.</li> <li>• Allow additional brain breaks where appropriate.</li> </ul>
<p><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• Enlarge maps and show them on the large screen.</li> <li>• Give the children time and opportunity to explore through touch e.g. outlines of maps, textures to evoke discussion etc.</li> </ul>