

Support for Pupils with SEND in Geography

Responsive Planning

- Use visual reflection tools (e.g. annotated maps, diagrams, photo analysis) to help pupils process and express geographical understanding.
- Provide opportunities for role play (e.g. disaster response teams, environmental campaigners) to deepen real-world geographical thinking.
- Assistant Teachers to support small groups, modelling teamwork and guiding geographical enquiry.
- Continuously observe and assess pupils during tasks to identify misconceptions and adapt teaching accordingly.
- Adapt lessons in response to learner needs, including pacing, scaffolding, and level of challenge.
- Encourage safe risk-taking, such as hypothesising about geographical processes or making predictions, to build confidence and resilience.
- Provide multiple pathways to achieve learning goals, for example through written explanations, labelled diagrams, or verbal presentations.
- Use a range of visual and spatial supports, including maps, GIS tools, videos, aerial images, and diagrams.
- Explicitly teach and revisit new geographical



Instructional Flexibility

- Flexible grouping and varied support
- Use pair or small-group activities to encourage collaboration in geographical enquiry
- Rotate groups so pupils explore different perspectives and locations
- Mix learners strategically to balance skills and support peer learning in map work and discussion
- Vary questioning and explanations to suit different levels of geographical understanding
- Adapt explanations using examples from local, national, and global contexts
- Incorporate visual, tactile, and hands-on resources (e.g. maps, models, fieldwork equipment)
- This ensures all pupils can access geographical learning in ways that suit them
- Staff scaffold expectations for speaking and listening in geographical discussions
- Use structured questioning frameworks (e.g. Blank Levels 1–4) to support geographical thinking
- Teach pupils to plan, monitor, and evaluate how they communicate geographical ideas
- Provide structured speaking opportunities (e.g. debates on environmental issues, presentations)
- Scaffold oracy through geographical vocabulary and sentence stems
- Allow alternative ways to demonstrate understanding (e.g. maps, diagrams, written or digital responses)
- Use tools like Seesaw to record learning in different formats
- Use assistive technology (text-to-speech, speech-to-text, reading tools) for accessibility



Collaborative Reflection

- Work with colleagues, families, and external services to support geographical learning
- Reflect on what's working in geography lessons and adapt next steps
- Include pupil voice when evaluating geographical enquiry and fieldwork experiences
- Use metacognition to reflect on geographical understanding, challenges, and teamwork
- Encourage cooperative learning, peer mentoring, and feedback in geographical tasks
- Use inclusive assessment approaches for communication in geography
- Train peers in supportive strategies to promote inclusive discussion and collaboration
- Provide opportunities to discuss geographical work independently and in groups
- Use anchoring questions to guide reflection on geographical learning and group work
- Use photographs and audio descriptions to explore patterns, processes, and features



Cultural and Emotional Sensitivity



Lessons focusing on The Gates Golden Goals

Respect diverse backgrounds and learning needs through real life role models

Use restorative approaches to support behaviour: PACE, Emotional Coaching Positive Regard

Children to look for role models and praise peers to create positive reinforcement.

Allow pupils to set personal goals for each session, fostering intrinsic motivation