

Support for Pupils with SEND in Geography

Responsive Planning



- Pupils use visual reflection tools.
- Opportunities to work independently and as part of a team
- Opportunities for role play
- Assistant teachers will work in small groups to model teamwork
- Observe and assess pupils continuously
- Adjust lessons based on learner needs
- Emphasise safe risk-taking to build confidence and resilience
- Offer multiple pathways for achieving the same learning goal
- Offer alternative roles in physical activities (e.g., planner, navigator, encourager)
- Pupils use visual markers, maps, videos, and diagrams
- It is desirable for pupils to come together in group but some pupils with SEND may get more satisfaction from individual practical work
- Recognise that the geographical language may be challenging and cause barriers for some pupils e.g. the specific use of geographical use of an everyday word e.g. mouth of the river
- Comparisons between places or peoples can create barriers for pupils with communication impairments and/or ASC because of their abstract nature.
- Plan to teach new language explicitly.

Instructional Flexibility



- Flexible Grouping and varied support
- Use pair or small-group activities to encourage collaboration
- Rotate groups so students work with different classmates.
- Mix learners strategically to balance skill levels and promote peer-assisted learning
- Vary questions and explanations
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- Incorporate visual, tactile, or hands-on supports
- *This ensures that no child is left behind and allows every learner to engage in a way that suits them.*
- Staff scaffold expectations Re listening and speaking
- Blank level 1-4 to support all learners to ask and answer questions
- Teach students to plan, monitor, and evaluate their own communication.
- Structured speaking opportunities
- Scaffolded oracy development
- Allow alternative ways to demonstrate understanding (oral, written, visual, or digital).
- SEESAW used to record in child's preferred way of learning
- Text-to-speech, speech-to-text, and reading software.
- Digital graphic organisers and mind-mapping tools.
- Visual timers, calculators, and interactive learning apps.
- Create compositions directly on screen e.g. using programs
- Such as Cubase, Dance eJay and Sibelius Compass.

Collaborative Reflection



- Work with colleagues, families, and external services
- Reflect on what's working and adapt next steps
- Include pupil voice wherever possible
- Use reflection and metacognition to reflect on achievements, challenges and teamwork.
- Encourage cooperative learning, mentoring, and peer feedback.
- Inclusive assessment of communication
- Train peers in supportive strategies to foster inclusive interaction.
- Opportunities to discuss work independently and as part of a team
- Assistant teachers will work in small groups to model teamwork
- Use anchoring questions to promote discussion and reflection among students on their learning or group work.
- Use photographs and audio descriptions to describe patterns, processes and key features - Pupils can create a 'wordscape' of an area by writing on a photograph or sketch of an area, adjectives and nouns to show its chief characteristics
- - Resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available.
- Audio descriptions of material can be helpful for pupils with visual difficulties. - Use mind maps to help pupils see patterns and relationships.
- Ask for specialist advice on equipment for pupils with particular SEND.

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
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