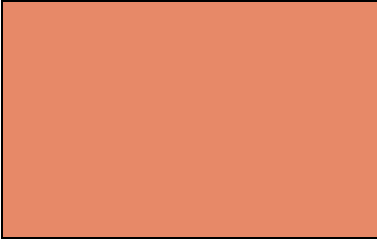




## Strategies for supporting pupils with Special Educational Needs and Disabilities in geography lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"><li>• Predictable routines- ensure geography slides are used in every lesson.</li><li>• Pre-teach subject specific vocabulary – using visuals and concrete resources.</li><li>• Task management boards.</li><li>• Group or partner work, especially during field work. This provides peer support.</li></ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"><li>• Word mats of key geographical vocabulary with visuals where appropriate.</li><li>• Visual aids- this should be key to all high-quality geography teaching.</li><li>• Chunk tasks into smaller more manageable steps.</li><li>• What A Good One Looks Like</li><li>• Consider alternative ways of recording- do they have to draw a map? Can they make one in a sand tray?</li><li>• Group or partner work, especially during field work. This provides peer support.</li></ul>
<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"><li>• Have high expectations.</li><li>• Reassurance, especially of difficult concepts e.g. lines of latitude and longitude.</li><li>• Time out/ short breaks.</li><li>• Sometimes issues in geography can be triggering (e.g. changing climates, destruction of natural areas, famines). Know your children and consider their needs when teaching these issues.</li></ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"><li>• Use imagery and concrete resources to pre-teach vocabulary. Geography can be a vocabulary rich subject so consider how vocabulary is slowly built upon and introduced gradually over the course of a unit.</li><li>• Enlarge maps and other resources used for visually impaired pupils.</li><li>• Field work- consider ways to reduce sensory input (ear defenders, position within a group).</li></ul>

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- Sensory rich activities in geography- there are maps that have raised areas for pupils to run their hands over etc.
  - Alternative ways of recording- use ICT or sand trays when map creating.
  - Writing slopes for writing tasks.