

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
The ability to explain a geographical concept / provide reasoning to explain a thought or opinion.	Use of visuals, stem sentences or other scaffolds to enable children to accurately communicate their thoughts and opinions.	Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.
The ability to recall basic geographical information.	Pre-teach can be used to revisit key geographical information. The use of retrieval questions at the beginning of lessons based on previous objectives to help recall over time.		Alternate recording devices e.g., whiteboards/ tablets / speakers (talking tins) to allow children to share thoughts and opinions in an alternative way.
Reading/ studying of case studies/geographical texts/atlasses. Understanding of subject specific vocabulary	Shorter texts can be used which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals. Share information in different ways e.g., videos rather than written texts.	EAL pupils may find it difficult to access resources/learning	Allow processing time when asking a direct question. Use a reduced number of simple instructions which are supported by visuals.
Understanding of subject specific vocabulary.	Pre-teach subject specific vocabulary as necessary. Use of visuals and/or actions to introduce key vocabulary. Use of key vocabulary mats / displays to reinforce key vocabulary.		Appropriate modelling to aid understanding.
Difficulty in producing accurate pieces of writing.	Use writing frames, 'fill in the blank' sentences, sentences starters, vocabulary mats, visuals to sequence		Differentiated written resources can be supported by visuals and could be translated using word.

	etc. Children could use speakers (talking tins) to 'hold their sentences'. Children could record work differently, e.g., on Chromebooks.		
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<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Fine motor skills/physical difficulties</p> <p>Children with a visual impairment may find it difficult to view text images.</p>	<p>Teacher to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require a pencil grip.</p> <p>Ensure that font size used in resources matches to specific font size specified in the child's report provided by an outside agency. Enlarge images to appropriate sizes to aid access. Digital maps can be used rather than physical atlases, so</p>	<p>Low self-esteem in geographical ability.</p> <p>Difficulties with social skills may result in children finding group work challenging</p>	<p>Showcase different work and focus on the creation process rather than on the end result. Teachers should be conscious to praise effort rather than ability.</p> <p>Pre- teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next</p>

<p>Sensory / physical difficulties accessing specific environments during fieldwork activities.</p>	<p>children can zoom in as needed.</p> <p>Avoid the need for copying lots of information - example notes on interactive whiteboards can be printed off for all pupils/TA support</p> <p>Ensure that any sensory difficulties are considered at any point of planning and appropriate arrangements are made.</p>	<p>Distress caused by exposure to unfamiliar environments during trips/ fieldwork.</p>	<p>to patient, non - dominant children. Additional adult support can be deployed as necessary.</p> <p>Ensure children have access to usual aids such as ear defenders to reduce noise.</p> <p>Children to be prepared for change of environment, identification of change on visual timetable and photos/ videos of environment to reduce anxiety caused by lack of familiarity. Use of a trusted adult to support them whilst on field trips.</p>
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