Support for Pupils with SEND in Geography at DFPS

Sound and light issues:

- Interactive whiteboards are non-reflective to reduce glare.

Seating:

- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Avoid the need for copying lots of information from the board; print for pupils with SEND.

Resources:

- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly.
- Make use of pupils' own digital presentations, e.g. of a visit or field trip, so that everyone can contribute.

Displays:

- Displays are accessible, within reach, visual and tactile
- Create accessible wall displays, including maps an plans and key geographical words.
- Be aware of potentially distracting elements of wall displays.

Working with additional adults

Plan:

- Pre-tutoring of important geographical vocabulary, concepts and/or processes.
- To 'scaffold' speaking or writing e.g. using sentence starters.
- Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing).

Low-arousal areas

- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Multi-sensory approaches

Build on pupils' preferred learning styles when explain concepts, using different media e.g:

- Pupils creating 'story maps' to bring an area to life and link geography with literacy
- 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.

Unfamiliar learning environments

- Use fieldwork and visits to develop pupils' understanding of different environments.
- Plan early to make reasonable adjustments to include pupils with SEND.
- Check the way markings use round the school, school grounds and any other centres is clear and accessible
- Digital photographs, line drawings and audio descriptions of key locations can be a great supplement the experience
- Make sure there are enough breaks so that pupils, particularly with physical needs.
- Prepare pupils for the environment around them.

ICT

- ICT can be used to make geography lessons more accessible for all pupils. For example, videoconferencing and e-mail with digital photographs attached are useful ways of linking pupils in one school with pupils in another, however far away. Pupils can exchange ideas about their contrasting localities. They can ask questions about the environment (the built-up area as well as the natural environment and the weather), the economics of the area (trade, jobs people do) and people and the way they live (including how disability, gender or age affect social relationships).

Teachers' communication

- 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.
- Give pupils opportunities to answer open-ended questions.
- Take care with using analogies, including, the use of cartoon imagery to illustrate social issues.

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

Managing group work and discussion

- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.