



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in: Geography

Communication & Interaction		
Subject challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Expressing themselves and sharing their thoughts and opinions orally. EAL pupils may find it difficult to access resources/learning.	Classroom displays support learning and include, recall previous learning and have widget for key vocabulary. Pre teaching of new vocabulary/ words needed to access subject. Access to supporting IT. Careful consideration of groupings/ pairings. Visual clues for new vocab to support reading of the words. .	High quality inclusive teaching plus additional time, limited interventions. Small group or 1:1 access. Individual copy of texts/ enlarged or coloured texts Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer. Pupil positioning in class so they can access support. Colour overlays if assessed and required.



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		Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way. Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding.
Cognition & Learning		
Subject challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
The ability to explain a geographical concept/provide reasoning to explain a thought or opinion. The ability to recall basic geographical information e.g. the seven continents. Reading/studying of case studies/geographical texts/atlasses.	The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with. Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.	Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. '<u>mouth</u> of the river' or '<u>water table</u>.' Pre-teach can be used to revisit key geographical information as well as planned retrieval questions.



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Understanding of subject specific vocabulary. Difficulty in producing accurate pieces of writing e.g. a comparison of two countries.		Use online atlases which can be simplified e.g. Digi maps rather than physical atlases. Pre-teach this vocabulary and use visuals/vocabulary mats to reinforce key vocabulary throughout the lesson. Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgeit Online. Share information in different ways e.g. via a National Geographic video rather than a written text. Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).
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		Adapted written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.
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Social, Emotional & Mental Health		
Subject challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Low self-esteem in geographical ability. Difficulties with social skills may result in children finding group work challenging. Distress caused by exposure to unfamiliar environments during trips/fieldwork.	Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific geographical skill. e.g. focus upon the labelling of segments of a river as opposed to the neatness of the river drawn into books. Carefully consider seating arrangements during group work to ensure that children	Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time. Children to be prepared for change of environment via identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity. 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.



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	are placed next to patient, non-dominant children.	Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise.
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Sensory and / or Physical		
Subject challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Fine motor skills/physical difficulties. Sensory/physical difficulties accessing specific environments during fieldwork activities. Children with a visual impairment may find it difficult to view text/images/maps.	Use praise in lessons to ensure children don't have low self-esteem in geographical ability. Consider difficulties with social skills may result in children finding group work challenging. Show children places/environments to reduce distress caused by exposure to unfamiliar environments during trips/fieldwork. Ensure those who need are wearing their glasses.	Ensure any sensory difficulties are considered at the point of planning and appropriate alternative arrangements are made. For example, if a child will find the texture of sand overwhelming at the beach, ensure appropriate footwear has been identified and resourced. Use digital maps such as Digi maps rather than physical atlases. This allows children to zoom in and enlarge information on a map as needed. Teachers to be proactive in identifying appropriate resources and manipulatives for



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		each individual child's need. For example, when conducting fieldwork activities, some children may require a larger measuring tape/thermometer. Consider alternative ways to measure information e.g. trundle wheel rather than measuring tape. Ensure that all environments are accessible to children with physical disabilities e.g. wheelchair accessible. (Identify in risk assessment). Enlarge images to appropriate sizes to aid access. Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (Class Teacher will be notified if necessary).
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