

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

At Fourlanesend we strive to achieve the very best outcome for all of our pupils. We understand that for some children that means we have to provide additional support to support them in accessing the same learning opportunity as their peers. Although we have an extensive list of strategies we are very aware that every child is different and may require different strategies to those listed below, which we will endeavour to provide to the best of our abilities.

	Strategies that can be used to support named children, where appropriate to the individual.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure the teacher or a TA is available. • During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting but remain firm that the L.O. is the focus. • Allow time-out within the area of learning (if not learning in classroom e.g. fieldwork) where the child can calm down if needed - agree this space with the child and classroom staff as required. • There are lots of opportunities within Geography for group work - depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently.
Anxiety	<ul style="list-style-type: none"> • Most strategies for helping those with anxiety will be the same within Geography - knowing the child will help, of course, and ensuring pre-teach is used where helpful. • Reassurance, especially of difficult concepts e.g. lines of latitude, longitude etc. and explaining several times in different ways e.g. atlas, map, globe. • Time out or a short break if required. • Where possible maintain seating arrangements and provide consistent groups so the child feels secure with who they are working with.
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons - allow children time and space if overwhelmed. • Some children may have definite ideas based on their prior

	<p>(incorrectly learned) knowledge which may need to be 'untaught' e.g. which countries are in which continents, pyramids were in Ancient Rome etc. - be consistent when correcting ideas and have 'proof' e.g. atlas, globe, visual as well as written information sheets. Continue to go over these incorrect ideas with the new facts.</p> <ul style="list-style-type: none"> • Be able to show understanding in a range of ways including visual as well as written information - for extended writing, teacher or TA support may be required.
Dyscalculia	<ul style="list-style-type: none"> • Physical resources, properly demonstrated, to be used. • Lots of practise looking from whole-world maps to sections - use physical props to help e.g. 'picture frame' - draw a frame around an area and let the children explore the shapes of the land and sea to help build links. • Support with quantitative data e.g. graphs, charts etc. • Visual aids and word-mats to help with vocabulary.
Dyslexia	<p>As well as the best practise for Dyslexic pupils e.g. font size and type, in Geography, the following will be helpful:</p> <ul style="list-style-type: none"> • Visual aids and word-mats to help with vocabulary. • Reading text-heavy atlas pages or summarising within handouts if required. • A range of showing understanding - visual, written, drawing, graphs etc.
Dyspraxia	<ul style="list-style-type: none"> • A range of showing understanding - visual, written, drawing, graphs etc. • Support with quantitative data e.g. graphs, charts - provide scaffolded graphs for data to be added to. • Demonstrate any equipment to be used for Geography lessons or fieldwork.
Hearing Impairment	<ul style="list-style-type: none"> • Pre-teach if required • Demonstrate use of equipment • When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site - if cue is audio e.g. whistle, ensure partner/group will give visual cue - want to encourage independent fieldwork rather than providing TA support where not needed. • Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required • Visual aids and word-mats to help with vocabulary
Toileting Issues	<ul style="list-style-type: none"> • Let me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet.
Cognition and Learning	<ul style="list-style-type: none"> • Visual aids and word-mats to help with vocabulary

Challenges	<ul style="list-style-type: none"> • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrate each step as required • Writing support for extended writing including examples of text and scaffolded frame • Step by step instructions • Group and partner work within fieldwork to help stay on task and provide peer support.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Visual aids and word-mats to help with vocabulary. • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrate each step as required. • Writing support for extended writing including examples of text and scaffolded frame. • Step by step instructions with understandable vocabulary. • Group and partner work within fieldwork to help stay on task and provide peer support.
Experienced Trauma	<ul style="list-style-type: none"> • Positive reinforcement and positive atmosphere within lessons. • Provide differentiated/tailored work to ensure pupils feel a sense of security and achievability in their work to reduce the sense of being over whelmed. • Fieldwork and experiential Geography may involve discussions or trigger memories of trauma - knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important.
Visual Impairment	<ul style="list-style-type: none"> • Enlarge maps and show them on the large screen. • Give the children time and opportunity to explore through touch e.g outlines of maps, textures to evoke discussion etc.