

Geography Statement of SEND at Dobwalls

How to guide to support children with SEND when teaching Geography at Dobwalls

Geography is taught so that children can learn about the human and physical world around them. At Dobwalls, we ensure all children can be involved in Geography lessons and remove SEND barriers using the following strategies:

- Our key documents to support planning are the National Curriculum.
- Use of knowledge organisers across all year groups which are carefully planned and progressive throughout the school. These are used in a variety of ways. For some pupils, these may need to be simplified further to allow the child to access the same unit as peers.
- Knowledge organisers and the overview are shared with parents to support children's understanding and conversations they have at home.
- Set suitable learning activities pitched to the needs of the child but at a simplified level to ensure the core skills and concept is taught.
- Some pupils will have difficulty understanding processes like erosion. Visual representations of these processes will be used wherever possible, e.g. video clips, demonstrations.
- Use of practical activities will support children's understanding of concepts, e.g. building a model of a river or volcano.
- Child-made videos, presentations, or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.
- Pre-teaching of vocabulary and key concepts where possible.
- Use of mixed ability pairings is the norm expect for particular planned purposes.
- In group work, children are assigned specific roles (e.g. chair, writer, reporter, observer) which gives all children something to do and keeps them focused.
- Encourage a culture of questioning in geography; allow time in lessons for questioning and discussion.
- Displays will be at eye level where possible and designed to support Geography, e.g. key vocabulary, visual representations.

Please see below specific strategies linked to the four areas of need as per the SEND code of practice. Please note many children may need strategies from more than one area of need as we recognise they overlap and it depends on the need of the child.

Social, Emotional and Mental Health

- Additional adults prepare pupils to contribute to feedback sessions, where necessary
- Link to personal and real-life situations
- Plan for possible emotional or activity breaks which may be needed
- Pre-teach of the activity, vocabulary, key learning
- Show what a good outcome looks like
- Personalised activity which links to the core skill and/or concept

Intent - **Implementation** – Impact

- Personalised activities towards the child's personal interest to motivate engagement

Cognition and Learning

- Focus on one concept at a time
- give pupils extra processing time and time to discuss in pairs before recording
- Use of ICT to record and research
- Adults act as scribes
- Use of visuals to support learning
- Clear and simplified language e.g. for tasks, worksheets, teacher talk and use of whiteboards
- Pre-teach of the activity, vocabulary, key learning
- Show what a good outcome looks like
- Activities chunked – cut up and broken down
- Simplified resources, e.g. maps and scales.

Communication and Interaction

- Recognise that the technical language of Geography may be challenging for many pupils; focus on one or two key words per lesson.
- Alternative communication modes, such as sign or symbol systems, are encouraged, and children's' contributions are valued.
- Use of art, drawing to communicate opinions and ideas.

Sensory and/or physical difficulties

- Some children might require adapted printed materials e.g. font size and style, print size, background, Braille, symbols)
- some may require simplified or raised diagrams or described pictures
- pale coloured backgrounds for all whiteboards
- use of coloured dyslexia overlays as needed
- audio descriptions will be available where needed