



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

	Strategies we will use:
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"> <li>All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach.</li> <li>Any rules/expectations will be consistently implemented</li> <li>Seating arrangements will be considered carefully to minimise distractions within the Geography session.</li> <li>An agreed, bespoke signal can be used to ensure the child is able to communicate that they need to go to a safe space.</li> <li>Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal: for example; now/next cards, task board.</li> <li>Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the Geography session.</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li>If appropriate, for example fieldwork, children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary is accessible on subject knowledge organisers.</li> <li>An agreed, bespoke signal can be used by the child if they feel that they need support within the classroom.</li> </ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson.</li> <li>Learning will be adapted so that it is accessible to the child.</li> <li>Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals.</li> <li>Preparation for what is coming will be provided with the use of visuals.</li> <li>Time will be given for the child to process new information and instructions with the support of visual cues.</li> <li>Planned and unplanned sensory breaks will be used and there will be a safe space available throughout the lesson.</li> <li>Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult. A trusted adult will be available to support with tasks.</li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard. If additional adult is available, they could act as a scribe for any copying: for example, populations of towns and cities.</li> <li>Adults will ensure that questioning is adapted to support the child's</li> </ul>

	<p>understanding.</p>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• Adults will ensure resources are in a dyslexia friendly font and size is 12.</li> <li>• Depending on diagnosis, resources will be printed on coloured paper or coloured overlays will be available.</li> <li>• Numbered points or bullet points will be used rather than large paragraphs of writing/information.</li> <li>• Children will be able to use a ruler or their finger to follow writing/text when reading.</li> <li>• Text boxes or borders will be used to highlight important information.</li> <li>• The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections of information.</li> <li>• Text to speech technology will be used if necessary.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal: for example; now/next cards, task board.</li> <li>• Visual timelines of the lesson will be provided with a clear success criterion visible to ensure progress throughout the lesson.</li> <li>• Time will be provided for the child to: move around the room, complete tasks within the lesson, process information and pack up and leave the session early if needed.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Adults will discretely check that the child is wearing their hearing aid.</li> <li>• Background noise will be minimised and the child will have the option of a quiet, calm and safe space if necessary.</li> <li>• Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared.</li> <li>• Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson.</li> <li>• Children will be provided with key vocabulary specific to Geography, with technical terms explained.</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>• Children will be able to leave the classroom whenever necessary.</li> <li>• Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information.</li> <li>• Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson.</li> <li>• Children will be given time to process questions and formulate answers.</li> <li>• Key vocabulary and instant recall facts relevant to the lesson will be highlighted on the child's knowledge organiser prior to lesson.</li> <li>• Information will be repeated and displayed in small steps.</li> <li>• A writing frame will be provided to support writing during independent activities.</li> </ul>
<b>Speech, Language &amp; Communication</b>	<ul style="list-style-type: none"> <li>• Children will be given time to process information and to give responses to answers.</li> <li>• Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given.</li> </ul>

<p><b>Needs</b></p>	<ul style="list-style-type: none"> <li>• Long sentences will be broken up into smaller, short sentences that can clearly be interpreted.</li> <li>• Symbols, signs and visual timetables will be used to support communication.</li> <li>• Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence.</li> <li>• Positive responses will be given to any attempts at communicating.</li> <li>• Adults will regularly check the child's understanding throughout the lesson.</li> </ul>
<p><b>Tourette Syndrome</b></p>	<ul style="list-style-type: none"> <li>• Adults will have a understanding of how to individually support the child with tics to ensure they feel safe and respected.</li> <li>• Adults will use support strategies as agreed in the IPP to ensure they feel supported in participating within the lesson.</li> <li>• Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal: for example; now/next cards, task board.</li> <li>• Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to.</li> </ul>
<p><b>Experienced Trauma</b></p>	<ul style="list-style-type: none"> <li>• The PACE approach will be used by all adults supporting the child within the lesson.</li> <li>• Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure.</li> <li>• Children will be provided with a safe and familiar break out space if they need it throughout the lesson.</li> <li>• An agreed, bespoke signal can be used by the child if they feel that they need support or break.</li> <li>• Adults supporting the child will have good understanding of how best to support the child with their emotions.</li> </ul>
<p><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• A thicker/darker pencil will be provided to support the child with reading their own writing.</li> <li>• Children will be given enlarged images, pictures and diagrams.</li> <li>• If the child needs a typoscope when reading information, this will be accessible whenever necessary.</li> <li>• Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible.</li> </ul>