



## Geography SEND Adaptations

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



"Treat others just as you want to be treated" Luke 6:31

There are lots of opportunities within Geography for group work. Teachers will, where appropriate and depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently. Regardless of needs prior to the lesson, the provision of individual work within a planned group session should also be considered in case any child within the class is struggling.

## Anxiety

- Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson.
- Children will be able to use a 'help card' if they feel that they need support.
- Children will be seated in a space within the classroom that they feel comfortable.
- Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the task.
- Children will be given an overview of the lesson during the start of the day so that they know what will be happening and what to expect prior to the history lesson.
- Key vocabulary will be sent home for pupils on the project planner.
- Reassurance, especially of difficult concepts e.g., lines of latitude, longitude etc. and explaining several times in different ways e.g., atlas, map, globe.

## Autism Spectrum Disorder

- Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons. Allow children time and space if overwhelmed.
- Understanding will shown in a range of ways including visual as well as written information. For extended writing, teacher or TA support may be required to scribe.
- Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. Learning will be adapted so that it is accessible to the child.
- 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.
- Preparation for what is coming will be provided with the use of visuals .

	<ul style="list-style-type: none"> <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 calm down space available throughout the lesson.</li> <li>• Any group activities will be thought out carefully and children can work independently if they find the social expectations of group work tricky or difficult.</li> <li>• Visual map of the world is on display in the classroom.</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>• Number mats are available.</li> <li>• Helpful reminders/ margin holders are used in lessons to support children with their presentation.</li> <li>• A non-white background for all history lessons is used.</li> <li>• Adults will ensure that questioning is adapted to support the child's understanding.</li> <li>• The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard.</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>• Complex speed sound charts are used in lessons to help children with their writing tasks.</li> <li>• Helpful reminders/ margin holders are used in lessons to support children with their presentation.</li> <li>• A non-white background for all geography lessons is used.</li> <li>• Spelling mats are available.</li> <li>• Sentence stems are used to support children with their formation of sentences.</li> <li>• Key vocabulary is sent home for pupils on the project planner.</li> <li>• Key vocabulary is revisited in every geography lesson.</li> <li>• Assessment questions and low threat quizzes are used to support children with remembering their sticky knowledge.</li> <li>• Visual world map is on display in the classroom.</li> <li>• Children will use their coloured overlay to support them when following writing or reading a text.</li> </ul>

	<ul style="list-style-type: none"> <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>• Adults in the class will scribe for the child when necessary.</li> <li>• Maps may need to be enlarged.</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>• Text to speech technology will be used if necessary.</li> </ul>
Dyspraxia	<ul style="list-style-type: none"> <li>• Adults will consider risk assessments for field work.</li> <li>• Children will be provided with a large working space with an accessible route into and out of the classroom.</li> <li>• Instructions will be written clearly for the child.</li> <li>• Visual timelines of the lesson will be provided.</li> <li>• Where appropriate, sensory breaks will be provided.</li> </ul>
Hearing Impairment	<ul style="list-style-type: none"> <li>• Adults will discretely check that the child is wearing their hearing aid and that it is working properly throughout the day.</li> <li>• Child is sat facing the teacher at the front of the class so they have clear vision for the lesson.</li> <li>• Background noise will be minimised and the classroom will be a quiet, calm environment.</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 and wear a hearing amplifier if appropriate.</li> <li>• Children will be provided with key vocabulary specific to geography with technical terms explained.</li> <li>• Sentence stems are used to support children with their formation of sentences.</li> <li>• Key vocabulary is sent home on the project planner for pupils.</li> <li>• Key vocabulary is revisited in every geography lesson.</li> <li>• Adults will ensure that where videos are used, subtitles will also be displayed.</li> </ul>

	<ul style="list-style-type: none"> <li>Careful consideration taken to the seating position of the child in the classroom so that they can best access the learning.</li> </ul>
Toileting Issues	<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> <li>Staff will be aware that the child may arrive late to the lesson.</li> </ul>
Cognition & Learning Challenges	<ul style="list-style-type: none"> <li>Understanding of place will be developed from the child's individual understanding of place to avoid abstract concepts.</li> <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>Complex speed sound charts and word banks are used in lessons to help children with their writing tasks.</li> <li>Helpful reminders/ margin holders / writing frames are used in lessons to support children with their presentation.</li> <li>A non-white background for all geography lessons is used.</li> <li>Sentence stems are used to support children with their formation of sentences.</li> <li>Key vocabulary is sent home on the project planner for pupils.</li> <li>Assessment questions and low threat quizzes are used to support children with remembering their sticky knowledge.</li> <li>Key vocabulary is revisited in every geography lesson.</li> </ul>
Speech, Language & Communication Needs	<ul style="list-style-type: none"> <li>Complex speed sound charts and vocabulary word banks are used in lessons to help children with their writing tasks.</li> <li>Complex vocabulary will be rooted in practical examples or supported with visual representations.</li> <li>Children will be given time to process information and to give responses to answers</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• Sentence stems are used to support children with their formation of sentences.</li> <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>• Key vocabulary is sent home on the project planner for pupils.</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>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li>• Awareness that tics may have a cultural element when learning about the world.</li> <li>• Adults will have understanding of how to individually support the child with tics to ensure they feel safe and respected.</li> <li>• Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable.</li> <li>• Children will be provided with structure for completing an activity that supports their attention span and helps with the planning and organisation of the activity.</li> <li>• Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to regular sensory breaks will be timetabled into the lesson.</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• Emotional coaching strategies will be used by all adults supporting the child within the lesson.</li> <li>• An emotionally available adult will be in the lesson that the child trusts.</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>• Being aware that geographical location could be linked to prior trauma.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children will be provided with a safe and familiar calm down space if they need it throughout the lesson.</li> <li>• The use of a 'help card' will be always available.</li> <li>• Careful consideration to seating arrangements within the classroom.</li> </ul>
Visual Impairment	<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>• Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible.</li> <li>• Coloured overlays available.</li> <li>• Flexible seating arrangements for better view of the board.</li> <li>• Colour blindness, being aware of the visual resources (maps, graphs, diagrams) being used and ensuring that the child can access them.</li> </ul>