



To nurture faith; to inspire success

Provision for SEND Pupils in GEOGRPAHY

Geography forms an integral and statutory element of a pupil's entitlement to learning and at Sapperton we ensure that all pupils can engage with geographical learning and develop as young geographers.

Our geography curriculum is adapted to suit the needs of each learner to ensure that all children achieve their best. In our adapted planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. Our lessons consist of a wide range of teaching approaches to support children with SEND.

We teach through whole class teaching, paired work, group work and working independently. We also ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets and a broad range of learning and teaching strategies including questioning and working with additional adults where appropriate. In addition, we recognise that as well as having an inclusive curriculum and approaches to learning and teaching, our assessment procedures must also be inclusive. To this end, our formative assessment methods are holistic and wide ranging, valuing oracy and practical outcomes equally alongside more conventional written responses.

We also recognise that SEND children may possibly not need the same level of support with Geography as with other areas of their academic work. Children with SEND, may not be considered SEND in Geography.

How We Support Children with SEND in Geography

Geogrpahy lessons are planned so that all children can take part and succeed. Support includes:

- Clear, child-friendly explanations of learning
- Consistent routines and a calm learning environment
- Visual supports such as pictures and symbols
- Practical activities, stories and role play
- Time to pre-teach, revisit and reinforce key ideas
- Working walls with key information displayed

Adaptations and Additional Support

Where needed, children with SEND may receive:

- Simplified language and instructions
- Different text formats to support reading
- Learning broken into small steps
- Writing grids that act as scaffolds
- Pre-teaching of key vocabulary
- Alternative ways to share ideas (talking, drawing or using technology)
- Additional adult support

All adaptations are based on individual needs and maintain high expectations for every child.