



SEND Provision for Geography at Austhorpe

<p style="text-align: center;"> Assess</p> <ul style="list-style-type: none"> • Modify assessment methods to accommodate the unique abilities and challenges of each student with SEND. • Allow for alternative ways of demonstrating understanding, such as project-based assessments, verbal explanations, or multimedia presentations. 	<p style="text-align: center;"> Plan</p> <ul style="list-style-type: none"> • Adaptation of teaching approaches and resources • Selection of appropriate technology • Identification of key vocabulary and concepts for pre-teaching • Planning scaffolded support within lessons 	<p style="text-align: center;"> Do</p> <ul style="list-style-type: none"> • High-quality adaptive teaching in class <ul style="list-style-type: none"> • Use of class discussions • Repetition of key learning • Structured opportunities for rehearsal and practice 	<p style="text-align: center;"> Review</p> <ul style="list-style-type: none"> • Ongoing formative assessment within lessons • Evaluation of intervention impact • Adaptation of provision based on pupil need • Resource audits evaluating where SEND students may need further adaptations.
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Curriculum and Teaching Methods

<p>Collaboration and Communication:</p> <ul style="list-style-type: none"> - Collaborate closely with special education professionals, parents, and caregivers to understand the unique needs of children with SEND in outcomes. - Maintain open and regular communication to discuss progress, goals, and strategies. 	<p>Accessible Hardware and Software:</p> <ul style="list-style-type: none"> • Use voice recording to rehearse words, phrases and sentences. • Use visual images to present their learning. • Research the countries, landscapes, climates and biomes. • Present learning in an accessible way. 	<p>Visual and Multisensory Materials:</p> <ul style="list-style-type: none"> • Photographs, audio and videos are used to support understanding of processes and key features. • Models/artefacts/tactile maps that emphasize touch can support children with visual impairments or learning difficulties deepen their understanding of key concepts. • Mind mapping is used to support pupils see patterns and relationships. 	<p>Mapping:</p> <ul style="list-style-type: none"> • Maps, atlases, artefacts, models and photographs are labelled and accessible. • Larger print maps and atlases are provided for pupils with visual difficulties. • Symbols are used to identify specific geographical vocabulary e.g. maps, atlases and compasses.
<p>Fieldwork:</p> <ul style="list-style-type: none"> • Necessary adaptations made for children with visual/hearing impairments so they can hear instruction/information and are able to access different fieldwork techniques. • Additional risk assessments made for children with physical disabilities when completing field trips. 	<p>Adaptive Teaching</p> <ul style="list-style-type: none"> • Tailor geographical instruction to accommodate diverse learning styles, abilities, and communication methods. • Offer a variety of teaching strategies, including visual aids, hands-on activities, simulations, and multimedia resources, to engage pupils. 	<p>Scaffolding and Independence</p> <ul style="list-style-type: none"> • Use of symbols to identify specific geographical vocabulary, as well as dual coded words and key words being displayed. • Scaffolding observational skills for Geography through careful and targeted questioning. 	<p>Inclusive Classroom Environment:</p> <ul style="list-style-type: none"> • Foster an inclusive classroom environment where pupils with SEND in computing feel valued and included in all discussions and tasks. • Encourage collaborative learning and peer support among pupils.

Impact and outcomes for SEND Learners...

Develop secure number understanding



Independent learners



Make measurable progress



Improved confidence

