



## SEND / EAL Provision: Geography

These strategies could be implemented to ensure pupils identified as having SEND could access the Geography curriculum.

Cognition & Learning	Communication & Interaction	EAL								
<p>Pre-teach vocabulary, key skills and ideas.</p> <p>Ensure key vocabulary is visible around the classroom.</p> <p>Concrete resources to support learning.</p> <p>Task planners</p> <p>Repetition and revisiting of taught concepts to ensure sticky knowledge. Mini quizzes/ fact recall etc.</p> <p>Make it visual - use of pictures, diagrams, photographs etc.</p> <p>Provide opportunities for cross curricular experiences (e.g. Maths/maps - position and direction, grid references)</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.</p> <p>Allow children the opportunity to talk through their responses.</p> <tr> <th data-bbox="595 969 997 1021">Motor Skills</th> <td data-bbox="595 1021 997 1368"> <p>Consider alternative methods of recording.</p> <p>Use of technology to support learning.</p> </td> <td data-bbox="997 566 1401 1368"> <p>Pre-teach vocabulary by providing pupils with key vocabulary before each topic begins.</p> <p>Provide visual support cues, such as labelled flashcards and word mats.</p> <p>TA or T to work with pupils to scaffold to generate ideas.</p> <p>Modelling.</p> <p>Translation of key vocabulary into native language (as a home task, or completed beforehand).</p> </td> </tr> <tr> <th data-bbox="193 1368 595 1420">SEMH</th> <th data-bbox="595 1368 997 1420">Sensory - Visual</th> <th data-bbox="997 1368 1401 1420">Sensory - Hearing</th> </tr> <tr> <td data-bbox="193 1420 595 2148"> <p>Ensure children with SEMH needs are included in trips and fieldwork with appropriate support and/or adjustments.</p> <p>Be mindful of any trigger points for specific children and how this may impact upon their learning and fieldwork.</p> </td> <td data-bbox="595 1420 997 2148"> <p>Enlarge maps and work, ensuring quality of original document is not compromised.</p> <p>Print maps, worksheets and other resources on buff or coloured paper.</p> <p>Provide magnifying glasses to make reading small, detailed maps more accessible.</p> <p>Use large maps.</p> <p><b>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</b></p> </td> <td data-bbox="997 1420 1401 2148"> <p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Appropriate risk assessments to be carried out before fieldwork.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p> <p><b>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</b></p> </td> </tr>	Motor Skills	<p>Consider alternative methods of recording.</p> <p>Use of technology to support learning.</p>	<p>Pre-teach vocabulary by providing pupils with key vocabulary before each topic begins.</p> <p>Provide visual support cues, such as labelled flashcards and word mats.</p> <p>TA or T to work with pupils to scaffold to generate ideas.</p> <p>Modelling.</p> <p>Translation of key vocabulary into native language (as a home task, or completed beforehand).</p>	SEMH	Sensory - Visual	Sensory - Hearing	<p>Ensure children with SEMH needs are included in trips and fieldwork with appropriate support and/or adjustments.</p> <p>Be mindful of any trigger points for specific children and how this may impact upon their learning and fieldwork.</p>	<p>Enlarge maps and work, ensuring quality of original document is not compromised.</p> <p>Print maps, worksheets and other resources on buff or coloured paper.</p> <p>Provide magnifying glasses to make reading small, detailed maps more accessible.</p> <p>Use large maps.</p> <p><b>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</b></p>	<p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Appropriate risk assessments to be carried out before fieldwork.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p> <p><b>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</b></p>
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