



Area of Need...

How we support our pupils to succeed...

Communication and Interaction

- Good communication including clear speech, eye contact, allowing time to respond and using non-verbal gestures – for example thumbs up.
- When you are asking questions, use pupils' names to warn them – especially pupils with visual impairments – that they are about to be involved.
- Keep instructions simple.
- Check the child understands the task before starting.
- Increase pupil independence and confidence by using a task management board.
- Pre teach new vocabulary using visual cues.
- Scaffold learning so that it is accessible to the child.
- Share any changes to the organisation of the lesson or classroom with the child.
- Use visuals to prepare the child for what is coming.
- Allow time for the child to process new information and instructions with the support of visual cues.
- Think carefully about any group activities and allow children to work independently if they find the social expectations of group work tricky or difficult.
- Use a variety of questioning techniques with a particular focus on open ended questions, to elicit understanding or recollection of prior learning.
- Use pictures and symbols to illustrate abstract, or new concepts to enhance curriculum access for pupils with learning difficulties.

Geography Specific Strategies

- Plan to teach new geography vocabulary explicitly in context. Create a word bank. Pre-teach subject specific vocabulary – using visuals and concrete resources.
- Predictable routines- ensure geography slides are used in majority of lessons.
- Task management boards.
- Group or partner work, especially during field work. This provides peer support.
- Think-pair-share can be a useful technique for promoting speech in geography lessons:
 - ~think – give pupils initial time to think and jot down some thoughts.
 - ~pair – they share their thoughts with a partner.
 - ~share – they share their ideas with the class. This need only take a few minutes.

Cognition and Learning

- Avoid black font on white paper.
- Use numbered points or bullet points rather than large paragraphs of writing/information.
- Allow children to use a ruler or their finger to follow writing/text when reading.
- Highlight important information prior to the lesson.
- Use pictures, diagrams, clear sub-titles and 'colour coded text' to break up large sections of information.
- Carefully scaffold learning to suit the child's individual learning needs.
- Give instructions clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson.
- Give children time to process questions and formulate answers.
- Provide word banks with key vocabulary and images linked to the geography focus of the lesson.
- Repeat information in a variety of ways, using a range of vocabulary.
- Provide a writing frame to support writing during independent activities.
- Summarise ideas in pictures, comparing visual sources from different times, explaining patterns in graphs, using visual timelines, using or presenting information in tables or diagrams, storyboarding text.
- Use of IT.

Geography Specific Strategies

- Provide important geographical and topic specific vocabulary words and pictures which can be laminated and used as a bookmark / word mat
- Scaffold speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support - when working with sources pupils could use, for example: – This tells me... – In this picture I can see... – This suggests... – Both sources say... – The sources are different in these ways.... "
- Pupils may benefit from taking part in card sort type activities, using photographs, audio sources, and pictures.
- Allow a choice of outcomes to meet the same objective – for a piece of work about understanding the causes of the destruction of the rainforests, pupils might produce/ complete a labelled map, storyboard, role-play, audio recording/video, electronic presentation, or cloze procedure.
- What A Good One Looks Like.
- Consider alternative ways of recording- do they have to draw a map? Can they make one in a sand tray?
- Group or partner work, especially during field work. This provides peer support.

Social Emotional and Mental Health

- Ensure there are adults available who have a positive, supportive, trusting relationship with the child to support during the lesson.
- Ensure all adults supporting the child within the classroom have a good understanding of how best to support the child.
- Consistently implement any rules/expectations.
- Consider carefully seating arrangements to minimise distractions within the geography session.
- Use visuals to ensure the child can communicate that they need to use their 'time out'.
- Give instructions and key information clearly so the child understands what is being asked of them and how they will achieve the learning goal.
- Give the necessary preparation prior to the lesson so that they know what to expect within the lesson.
- Share new vocabulary with the child before the lesson.
- Share any changes that will be made to the seating plan or organisation of the lesson beforehand.
- Allow the children to use a 'help card' if they feel that they need support within the classroom.
- Use PACE (Playfulness, Acceptance, Curiosity, Empathy) approaches to support the child within the lesson.
- Carefully check through the content of the lesson to ensure you are considering the child's context and background before the lesson takes place. If necessary, adapt lessons with this information in mind to avoid triggers and to ensure the child feels safe and secure.
- Provide children with a safe and familiar space if they need it throughout the lesson.
- Predictable routines allow children to know what to expect and reduces the need for verbal information.

Geography Specific Strategies

- Have high expectations.
- Reassurance, especially of difficult concepts e.g. lines of latitude and longitude.
- Time out/ short breaks.
- Sometimes issues in geography can be triggering (e.g. changing climates, destruction of natural areas, famines). Know your children and consider their needs when teaching these issues.

Sensory and Physical

- Speak clearly and slowly so that children can understand what is being said, what information is being shared and any instructions that are being given.
- For those with visual impairment provide a thicker/darker pencil to support the child with reading their own writing.
- Give enlarged images, pictures and diagrams.
- Ensure resources are in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible.
- Check personal equipment such as hearing aids prior to starting a lesson.
- Ensure background noise is minimised and the classroom is a quiet, calm environment.
- Ask other children to repeat their questions clearly so that the child is aware of any key information being shared.
- Face the child when talking and ensure children sit closely to the front having clear vision of all aspects of the lesson.
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods: role-play, card sorting and using the interactive whiteboard with pupil involvement.

Geography Specific Strategies

- Use imagery and concrete resources to preteach vocabulary. Geography can be a vocabulary rich subject so consider how vocabulary is slowly built upon and introduced gradually over the course of a unit.
- Enlarge maps and other resources used for visually impaired pupils.
- Field work- consider ways to reduce sensory input (ear defenders, position within a group).