

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: Geography

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs.
- A range of practical resources available to support topic learning.
- A range of activities planned to cater to different learning styles.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
Vocabulary introduced at the start of each topic and shared with parents/carers to allow children to explore the topic at home. Displays in classrooms are updated and support	Lots of ways of recording Geography in different ways, e.g. fieldwork, diagrams, voice/ video recording. ICT used to support Geography learning and recording. Lots of discussions encouraged	Fieldwork provides opportunities for outdoor learning using our school grounds. Topic weeks planned biannually with themes such as sustainability, recycling and celebrating events such as Earth Day.	Pencil grips for any written work. Children's IEPs and Sensory/Physical needs identified in planning and lessons are made accessible to all SEND pupils. A range of learning opportunities allow lessons to be accessible to all

<p>children's learning.</p> <p>Use of ICT encouraged such as the use of Digimaps/ PurpleMash to extend learning both in school and at home.</p> <p>Curriculum revisits learning and ensures the progression of skills.</p>	<p>including debates.</p> <p>Children often work in mixed ability groups.</p>		<p>(kinaesthetic, aural, auditory learners).</p> <p>Any external agencies involved ensure their workshops are accessible to all learners.</p>
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record, e.g. tables, diagrams, voice notes, use of ICT to record.
- Teacher judgement and Assessment for Learning used to assess children's learning alongside their recorded work.

Are we challenging SEND pupils in this subject?

- All Geography plans are differentiated and identify the needs of SEND pupils, ensuring pupils are challenged appropriately.

- Children work in mixed ability groups and challenge and support each other during group work.
- Immediate engagement tasks allow children to revisit prior learning and apply their skills.

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus
- Use of knowledge pots
- Learning sequences
- Repetition
- Teacher/ T.A. support
- Immediate engagement activities
- Themed weeks allow children to apply and consolidate their skills
- Range of learning styles catered for allows learning to be accessed in different, memorable ways
- Fieldwork/ practical learning
- Start and end of topic quizzes.