



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Geography lessons.

Individual Need	Here's how we help everyone shine...
<p><b>Attention Deficit Hyperactivity Disorder</b></p>	<p>Due to its hands-on nature, Geography is an excellent subject for children with ADHD as it is an area in which they can excel.</p> <ul style="list-style-type: none"> <li>• Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure a teacher/TA is available.</li> <li>• During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting but remain firm that the WALT is the focus.</li> <li>• Allow time-out within the area of learning (if not learning in classroom e.g. fieldwork) where the child can calm down if needed – agree this space with the child as required</li> <li>• There are lots of opportunities within Geography for group work – depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual work within a planned group session should also be considered in case any child within the class is finding this difficult)</li> </ul>
<p><b>Anxiety</b></p>	<ul style="list-style-type: none"> <li>• Most strategies for helping those with anxiety will be the same within Geography – knowing the child will help, of course, and ensuring pre-teach is used where helpful.</li> <li>• Reassurance, especially of difficult concepts e.g. lines of latitude, longitude etc. and explaining several times in different ways e.g. atlas, map, globe</li> <li>• Time out or a short break if required</li> </ul>
<p><b>Autism Spectrum Disorder</b></p>	<ul style="list-style-type: none"> <li>• Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if overwhelmed.</li> <li>• Some children may have definite ideas based on their prior (incorrectly learned) knowledge which may need to be 'untaught' e.g. which countries are in which continents, pyramids were in Ancient Rome etc. – be consistent when correcting ideas and have 'proof' e.g. atlas, globe, visual as well as written information sheets. Continue to reinforce incorrect ideas with the new facts.</li> <li>• Be able to show understanding in a range of ways including visual as well as written information – for extended writing, teacher or TA support may be required.</li> </ul>

<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>Physical resources, properly demonstrated, to be used</li> <li>Lots of practice looking from whole-world maps to sections – use physical props to help e.g. 'picture frame' – draw a frame around an area and let the children explore the shapes of the land and sea to help build links</li> <li>Support with quantitative data e.g. graphs, charts etc.</li> <li>Visual aids and word-mats to help with vocabulary</li> </ul>
<b>Dyslexia</b>	<p>As well as the best practice for Dyslexic pupils e.g. font size and type, in Geography, the following will be helpful:</p> <ul style="list-style-type: none"> <li>Visual aids and word-mats to help with vocabulary, reading text-heavy atlas pages or summarising within handouts if required</li> <li>Provide pupils with a range of ways of showing their understanding – visual, written, drawing, graphs etc.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>Provide pupils with a range of ways of showing their understanding – visual, written, drawing, graphs etc.</li> <li>Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to</li> <li>Demonstrate any equipment to be used for Geography lessons or fieldwork</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>Pre-teach if required</li> <li>Demonstrate use of equipment</li> <li>When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site – if cue is audio e.g. whistle, ensure partner/group will give visual cue – want to encourage independent fieldwork rather than providing TA support where not needed.</li> <li>Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required</li> <li>Visual aids and word-mats to help with vocabulary</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>Allowances and provision needed when completing fieldwork away from school building/trips</li> <li>Allow rest time if needed</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>Visual aids and word-mats to help with vocabulary</li> <li>Demonstrate how to use equipment each time it is used for consistency and processing.</li> <li>Break down tasks into manageable chunks and demonstrate each step as required</li> <li>Writing support for extended writing including examples of text and scaffolded frame</li> <li>Step-by-step instructions</li> <li>Group and partner work within fieldwork to help stay on task and provide peer support</li> </ul>
<b>SLCN</b>	<ul style="list-style-type: none"> <li>Visual aids and word-mats to help with vocabulary</li> <li>Demonstrate how to use equipment each time it is used</li> <li>Break down tasks into manageable chunks and demonstrate each step as required</li> <li>Writing support for extended writing including examples of text and scaffolded frame</li> <li>Step by step instructions with understandable vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>• Group and partner work within fieldwork to help stay on task and provide peer support</li> </ul>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li>• Adults understand how to individually support the child with tics to ensure they feel safe and respected</li> <li>• Adults will support the child to ensure they feel supported in participating within the lesson</li> <li>• Children will be provided with a tick list/structure to completing an activity that supports their attention span and helps with planning and organisation</li> <li>• Adults will plan sessions carefully, being mindful of the sensory processing needs of pupils</li> <li>• Be aware of tics when using globes – position them in middle of desk before use</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• Positive reinforcement and positive atmosphere within lessons</li> <li>• Fieldwork and experiential Geography may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important. Similar to Jigsaw/PSHE, discussion is welcome and sharing within class with boundaries and rules for not sharing other people's stories without permission to allow children to feel comfortable to chat knowing that their experiences will not be shared outside the classroom.</li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>• Enlarge maps and show them on the large screen</li> <li>• Give the children time and opportunity to explore through touch e.g. outlines of maps, textures to evoke discussion etc.</li> </ul>