

SEND- Ambition and Access in Geography

Ambition – What are we aiming for children with SENs to achieve in this subject?

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' in Geography. All pupils have access to a high-quality geography education and teachers have the same level of ambition for all pupils. Although consideration of barriers to learning are taken into account, we should not let these limit learner's opportunities - just because they find reading difficult, it does not mean that they will not be able to 'think like a geographer'.

Access – What amendments are made to the subject in order to help children with SENs to achieve?

- A carefully planned curriculum with learning sequenced so that children revisit and revise key concepts. Key vocabulary and key facts are revisited at the start of lessons in order to give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Key vocabulary mats with definitions are used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities.
- Chunking learning into small steps can support SEN children to comprehend new ideas. Regular checks throughout the lesson help to ensure that pupils understand the key content in the lesson.
- Technology is used to support pupils' learning. For example, text-to-speech software can be used to read information on Oddizzi or pupils can record their work in a variety of ways such as voice notes on Showbie.
- Promoting a positive and supportive environment for all pupils in geography is essential for supporting SEND pupils. We work hard to ensure positive relationships and active engagement in lessons.
- Flexible groupings ensure that pupils with SEND are fully integrated and benefit from peer-to-peer support.