



Rationale for SEND pupils within Geography

Our Geography curriculum, structured through the Kapow framework, is designed to be inclusive, accessible and ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). Learning is carefully scaffolded from Reception to Year 6, ensuring a clear progression of geographical knowledge and skills. Pupils move from exploring their immediate environment in the Early Years to developing more complex skills such as map reading, fieldwork and understanding human and physical processes in Key Stage 2.

Adaptive teaching ensures all pupils can access the same rich curriculum. Visual resources, practical activities, structured questioning and collaborative learning provide multiple entry points so that pupils with SEND can engage with key geographical concepts.

Oracy is central to our approach. Pupils regularly discuss, explain and debate geographical ideas using subject-specific vocabulary, allowing them to develop understanding before recording their learning. We also work with our local secondary school to provide additional challenge for pupils working at greater depth, enabling them to engage in deeper enquiry and discussion with subject specialists.

Through community, compassion and courage, clear progression, scaffolded learning and strong opportunities for talk and enquiry. Our Geography curriculum enables every pupil to develop as a confident and curious geographer.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within Geography?

| Maintaining an inclusive learning environment | In Geography this could look like... |
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| <p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> ● Clear and simple instructions given and provided in different ways (spoken, broken down, visual) ● Seating positions carefully thought through allowing for peer or adult support ● Areas of the classroom are labelled to allow for independent resourcing ● Individual resources ● Access to iPads & laptops | <ul style="list-style-type: none"> ● Clear tasks given ● Peer assessment ● Peer support ● Teacher assessment ● Teacher support ● Personalised task ● Independent resourcing ● Clear, simple, engaging display ● Little Wandle Sound mat readily on the table. |



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| <ul style="list-style-type: none"> • Different font size used where necessary • Font choices carefully considered – especially in EYFS using Little Wandle script • Accessible, engaging display materials | <ul style="list-style-type: none"> • Now, then next – clear steps written down for children to reference. • Create worksheets with fewer items |
| Multi-sensory approaches | In Geography this could look like... |
| <ul style="list-style-type: none"> • Adaptive teaching strategies are used in lessons to accommodate for all learners • Alternatives offered to written recording • Visual timetable • Visual picture cues | <ul style="list-style-type: none"> • Summarising ideas in pictures • Using visual timelines illustrations • Storyboarding • Written answers being converted into auditory form • Using auditory forms of evidence to develop understanding including: songs, videos, chants • Role play events • Using symbols. • Drama to express characters • Field studies |
| ICT | In Geography this could look like... |
| <p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> • Pupils can access voice-recognition software e.g. Word dictate to support recording • Overlays for pupils with visual difficulties of dyslexia | <ul style="list-style-type: none"> • Dictation to support with writing or spell checking • Using specific apps to aid with reading / writing / spellings |
| Assessment | In Geography this could look like... |
| <ul style="list-style-type: none"> • Pupils receive verbal and written feedback • Teachers use targeted questioning to check and extend learning | <ul style="list-style-type: none"> • Teacher moderation assessments • Pre-topic assessment • Post topic assessment |