

## Strategies for supporting pupils with

### Special Educational Needs and Disabilities in **Geography** lessons.

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.



	<b>Here's how we will help.</b>
<b>Attention Deficit Hyperactivity Disorder</b>	<p>Due to its hands-on nature, both Geography and History is an excellent subject for children with ADHD as it is an area they can excel within!</p> <ul style="list-style-type: none"><li>• Meet the child's need for physical activity and plan humanities lessons with a range of moving and hands-on (kinaesthetic) learning activities, including making use of the school grounds and ensuring as many outdoor learning opportunities as possible.</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 learning intention is the focus.</li><li>• Help children to manage their arousal levels, but allow children 'time out' (within the area of learning if not learning in the classroom) when they show they are in need of a break from the lesson. Agree a calm down space with the child.</li><li>• Allow children time to let out their impulsiveness when handling new resources (e.g. rocks, magnifying glasses, atlases) – these may be introduced prior to the lesson so that they become familiar.</li><li>• A 'stress ball' or other fiddle object agreed by the SENCO may help children concentrate and stop them using resources inappropriately during a lesson.</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 struggling).</li><li>• Reward children for joining in and completing tasks – both individually and as part of a group.</li></ul>

<b>Anxiety</b>	<ul style="list-style-type: none"> <li>• <i>Most strategies for helping those with anxiety will be the same within humanities – knowing the child will help, of course, and ensuring preteach is used where helpful.</i></li> <li>• <i>Sit the child where they feel most comfortable during the lesson.</i></li> <li>• <i>Let the child know who is there to support them. This may be a particular friend, group of friends or an adult.</i></li> <li>• <i>Be aware that anxious children may not have the confidence to share ideas and answer questions in front of others. Provide opportunities for these children to demonstrate their understanding in different ways, e.g. writing their ideas on a whiteboard or telling a trusted adult 1:1.</i></li> <li>• <i>Reassurance, especially of difficult concepts e.g. lines of latitude.</i></li> </ul>
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	<i>longitude etc. and explaining several times in different ways e.g. atlas, map, globe</i>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>• <i>Geography/ History lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if overwhelmed.</i></li> <li>• <i>Keep daily routines (e.g. seating plans) as normal as possible and consult the child beforehand if there is going to be a change - give the child options to choose from in this case.</i></li> <li>• <i>Allow time to process information, and don't put the child on the spot by asking questions publicly, unless you know they are comfortable with this.</i></li> <li>• <i>Be aware that a child with autism is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli e.g. when completing kinaesthetic activities or fieldwork. Support them by reminding them of expectations, giving lots of verbal and visual cues of what is happening and transitions etc.</i></li> <li>• <i>Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary.</i></li> <li>• <i>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.</i></li> <li>• <i>Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties.</i></li> <li>• <i>Prepare the child for what is coming – picture cues and discussing what the lesson will be like is helpful.</i></li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• <i>Physical resources, properly demonstrated, to be used.</i></li> <li>• <i>Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to</i></li> <li>• <i>Replace passive teaching methods with experiential learning for children – 'doing' will bring more interaction and success than just 'watching'.</i></li> <li>• <i>Allow children to demonstrate and teach what they can do to others.</i></li> <li>• <i>Support with quantitative data e.g. graphs, charts etc.</i></li> <li>• <i>Visual aids and word-mats to help with vocabulary</i></li> </ul>

	<ul style="list-style-type: none"> <li><i>Lots of practise 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</i></li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li><i>Pastel shades of paper and backgrounds will reduce ‘glare’ when reading or completing worksheet type activities. Overlays may help to put over maps for mapwork and when working on coordinates.</i></li> <li><i>Use large font sizes and double line spacing where appropriate.</i></li> <li><i>Avoid ‘cluttered’ backgrounds with lots of unnecessary images.</i></li> <li><i>Visual aids and word-mats to help with vocabulary</i></li> <li><i>Reading text-heavy atlas pages or summarising within handouts if required</i></li> <li><i>A range of showing understanding – visual, written, drawing, graphs etc.</i></li> </ul>
	<ul style="list-style-type: none"> <li><i>Ensure children have a large enough space to work in.</i></li> </ul>

<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li><i>Allow children extra time to complete activities, with movement breaks where needed.</i></li> <li><i>Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to.</i></li> <li><i>Don’t choose these children to go first when demonstrating skills or answering questions – they may need to pick up on cues from other children in order to process how to do something correctly.</i></li> <li><i>Pair children with a sensitive partner who knows what they’re doing.</i></li> <li><i>Clearly demonstrate how to handle equipment, and don’t draw attention to the awkwardness of their movements.</i></li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li><i>• Pre-teach if required.</i></li> <li><i>• Demonstrate use of equipment, If they have hearing loss in only one ear, make sure they have their ‘good ear’ facing the teacher where applicable.</i></li> <li><i>• Discreetly check if the child is wearing their hearing aid.</i></li> <li><i>• Clearly demonstrate or play sounds that are loud enough to hear when watching videos etc. Repeat any questions asked by other students in the class before giving a response, as a hearing-impaired child may not have heard them.</i></li> <li><i>• Remove all barriers to lip-reading. Make sure the child can clearly see the teacher.</i></li> <li><i>• 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.</i></li> <li><i>• Provide lists of subject-specific vocabulary, including visual aids, which children will need to know, as early as possible.</i></li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li><i>• Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves. Use toilet passes or prior permission as applicable.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• When a school trip is coming up, talk to the child and parents about specific needs and how they can be met.</li> <li>• Be aware of child's toileting needs when completing outdoor lessons and how far away the nearest toilet will be/if they will need an adult to assist them back to the building.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Work will be carefully planned and differentiated, and broken down into small, manageable tasks.</li> <li>• Use picture cards and visual prompts to remind them what to do and keep children on track.</li> <li>• Physically demonstrate what to do rather than just rely on verbal instructions.</li> <li>• Avoid children becoming confused by giving too many instructions at once. Keep instructions simple and give specific, targeted praise so children know exactly what they are doing well.</li> <li>• Provide many opportunities for 'hands-on' learning experiences and 'real' outdoor learning experiences to ensure children are learning by doing.</li> <li>• Writing support for extended writing including examples of text and scaffolded frame.</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>Speech, Language &amp; Communication Needs</b>	<ul style="list-style-type: none"> <li>• Be aware of the level of language that children are using, and use a similar level when teaching to ensure understanding.</li> <li>• Use signs, symbols and visual representations to help children's understanding and ability to follow a lesson sequence and understand any tasks they are set.</li> <li>• Provide picture flashcards for new, subject-specific vocabulary or real objects when possible.</li> <li>• Respond positively to any attempts pupils make at communication – not just speech.</li> <li>• Provide opportunities to communicate in a small group and be fully involved in the activity.</li> <li>• Use non-verbal clues to back-up what is being said e.g. gestures.</li> <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>• Be aware that tics can be triggered by increased stress, excitement or relaxation.</li> <li>• Be aware of tics when using globes – position them in middle of desk before use</li> <li>• Ignore tics and filter out any emotional reaction to them. Instead, listen and respond with support and understanding.</li> <li>• Manage other children in the room to avoid sarcasm, bullying or negative attention being drawn to a pupil's tic.</li> <li>• Avoid asking a child not to do something, otherwise it may quickly become their compulsion. Instead, re-demonstrate how to do something correctly.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Find out what does and does not lead to a positive response and work with these in mind.</i></li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>Understand behaviour in the context of the individual's past experiences.</i></li> <li>• <i>Always use a non-confrontational, trauma informed approach that shows understanding and reassurance, using playfulness, acceptance, curiosity and empathy.</i></li> <li>• <i>Actively ignore negative behaviour. Praise good behaviour and reward learning.</i></li> <li>• <i>Incorporate opportunities for humour and laughter in geography lessons (laughter reduces the traumatic response in the brain).</i></li> <li>• <i>Adults to support and coach traumatised children in ways to calm themselves and manage their own emotions.</i></li> <li>• <i>Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst.</i></li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>• • <i>Enlarge maps and show them on the large screen.</i></li> <li>• <i>Give the children time and opportunity to explore through touch e.g outlines of maps, textures to evoke discussion etc.</i></li> <li>• <i>Sit children where they have the best view of the teacher and the</i></li> </ul>
	<p><i>board/resources.</i></p> <ul style="list-style-type: none"> <li>• <i>To help children who are sensitive to light and glare, use window blinds and screen-brightness controls to regulate the light in the room.</i></li> <li>• <i>Add more light to an area if necessary.</i></li> <li>• <i>Children may benefit from high-contrast objects and pictures.</i></li> <li>• <i>Ensure children wear their prescribed glasses.</i></li> </ul>