

Hawkesley - SEND Offer Geography

At Hawkesley Church Primary Academy, we believe that Geography motivates and inspires our children to find out about the amazing world that surrounds them. Geography enables children to become global and sustainable citizens who are aware of the world we live in and can take an active part into contributing and protecting the world as they grow up. It also teaches children locational knowledge, place knowledge, human and physical geography and geographical and fieldwork skills starting them and their immediate locality before branching out and examining other parts of the world. This helps to develop children's curiosity in both their immediate surroundings and places and environments in the wider world whilst also developing the skills necessary to interpret what they see and seek answers to further their knowledge and understanding.

| Cognition & Learning | Sensory & Physical Needs |
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| <ul style="list-style-type: none"> • Visual support displayed in classroom Such as: Working Wall. • Clear feedback & next steps • Provide adequate time to process information before completing task. • Knowledge notes and Knowledge organiser. • Pictural promotes are used to aid discussion and assessment. • Images added to hinge knowledge documentation, knowledge organisers and vocabulary strips to support knowledge acquisition. • Small whiteboards and pens available for notes, to record ideas etc. • Think, Pair, Share and Sage and Scribe strategies used to support learning. | <ul style="list-style-type: none"> • ensure easy access to resources. • Focus marking on content, less on presentation. • Adaptions to materials; lined paper, providing more/less space to write. • support child with book/paper positioning • Encourage oral presentations as an alternative to some written work. • Allow additional time to complete tasks. • Allow more thinking and talking time. • Model and teach careful listening along with signals when careful listening is required. |
| Communication & Interaction | Social, Emotional and Mental Health Difficulties |
| <ul style="list-style-type: none"> • Use 'Talk partners' • Keep verbal instructions short and simple • Use of technology to demonstrate learning or record ideas/work • Differentiated curriculum through delivery, output and or language • Give pupil direct feedback when they break a conversation rule eg. "You interrupted me – you need to wait". • Provide clear Learning Outcomes and Success Criteria • Take the pressure off them by not insisting or trying to make them talk. • Regularly check pupil's understanding. | <ul style="list-style-type: none"> • visual aids • Keep instructions short, precise, and positive. • use visual timer to provide a time limit to a task. • provide clear outcomes and expectations. • provide opportunities for kinaesthetic learning - practical tasks. • provide a variety of ways to record work, including technology. • Provide opportunities for kinaesthetic learning - practical tasks. • Provide a variety of ways to record work, including technology. • Accessibility to a range of activities the pupil enjoys using as 'calming' exercises. • Role model making mistakes – resilience. |

