



### Adaptive Teaching for Children with SEND in Geography

As a general principle, we maintain high expectations of all children. It should not be assumed that children on the SEND register are less capable of achieving the expected standard in any curriculum area. However, teachers should consider the following reasonable adjustments in order to ensure that all children are able to access the content of this curriculum area as, 'All children have a right to an education' Article 28.

| Primary Need                              | Communication and Interaction - ASC                                                                                                                                                                                                                                                                                                                                                                                                                                            | Communication and Interaction – S&L                                                                                                                                                                                                                                                                                               | Cognition and Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Social, Emotional and Mental Health                                                                                                                                                                                                                                                                                                                                             | Sensory and/or Physical Needs                                                                                                                                                                                                                                                                                                                              |
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| Adaptive Teaching Techniques to Consider: | <p>Geographical literacy mats with visual supports should be used frequently to support with common styles of geographical written work.</p> <p>Reduce the cognitive load by minimising information</p> <p>Planning appropriate scaffolding including the use of accessible media content</p> <p>A visualiser can be a very useful tool</p> <p>Provide pre-made revision cards</p> <p>Seating learners with SEND in accessible areas</p> <p>Use devices to record evidence</p> | <p>Reduce the cognitive load by minimising information</p> <p>Planning appropriate scaffolding including the use of accessible media content</p> <p>A visualiser can be a very useful tool</p> <p>Provide pre-made revision cards</p> <p>Seating learners with SEND in accessible areas</p> <p>Use devices to record evidence</p> | <p>Geographical literacy mats with visual supports should be used frequently to support with common styles of geographical written work.</p> <p>Reduce the cognitive load by minimising information</p> <p>Planning appropriate scaffolding including the use of accessible media content</p> <p>A visualiser can be a very useful tool</p> <p>Provide pre-made revision cards</p> <p>Provide guided marks schemes which provides the learners with clear criteria</p> <p>Seating learners with SEND in accessible areas</p> | <p>Reduce the cognitive load by minimising information</p> <p>Planning appropriate scaffolding including the use of accessible media content</p> <p>A visualiser can be a very useful tool</p> <p>Provide pre-made revision cards</p> <p>Provide guided marks schemes which provides the learners with clear criteria</p> <p>Seating learners with SEND in accessible areas</p> | <p>Planning appropriate scaffolding including the use of accessible media content</p> <p>A visualiser can be a very useful tool</p> <p>Provide pre-made revision cards</p> <p>Provide guided marks schemes which provides the learners with clear criteria</p> <p>Seating learners with SEND in accessible areas</p> <p>Use devices to record evidence</p> |

