



Including pupils with SEND in Geography

- **Sound and light issues**

- Interactive whiteboards are non-reflective to reduce glare.

- **Seating**

- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

- **Resources**

- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.

- **Multi-sensory approaches**

- Pupils may enjoy creating 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link geography with literacy (see www.readwritethink.org)
- Use photographs and audio descriptions to describe patterns, processes and key features " pupils can create a 'wordscape' of an area by writing (or having someone scribing for them) on a photograph or sketch of an area, adjectives or nouns to show its chief characteristics
- Resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available if appropriate (see www2.glos.ac.uk/gdn/disabil/blind/ch9_4.htm)
- Audio descriptions of material can be helpful for pupils with visual difficulties
- Use mind maps to help pupils see patterns and relationships.

- **ICT**
- ICT can be used to make geography lessons more accessible for all pupils. For example, videoconferencing and e-mail with digital photographs attached are useful ways of linking pupils in one school with pupils in another, however far away. Pupils can exchange ideas about their contrasting localities. They can ask questions about the environment (the built-up area as well as the natural environment and the weather), the economics of the area (trade, jobs people do) and people and the way they live (including how disability, gender or age affect social relationships).
- **Planning support**
- Pre-tutoring for some pupils in important geographical vocabulary, concepts and/or processes
- Scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill (eg accurate measurement, working with 'specialist' equipment)
- Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some pupils.
- **Developing responsibility**
- Use collaborative tools like blogs, wikis and podcasts to enable pupils to make a positive contribution.
- **Teachers' communication**
- Recognise that the language of geography may be challenging for many pupils – for example: " the specific geographical use of everyday words such as 'mouth of the river', 'water table' " terms specific to geography, such as 'erosion', and " terms like 'climate', 'gradient', 'height' or 'distance', which can create barriers for many pupils because of their abstract nature.
- Comparisons between places or peoples can create barriers for pupils with communication impairments, including pupils on the autism spectrum, because of the language needed to conceptualise how a place is the same as or different from somewhere else.
- Plan to teach new language explicitly.
- Give pupils opportunities to answer open-ended questions – eg "Why did the river flood?"
- Take care with using analogies, including, for example, the use of cartoon imagery to illustrate social issues.
- **Pupils' communication**
- Build on activities, visits and field trips, using careful discussions that help pupils understand and use geographical vocabulary and help them to analyse and understand what they have seen.

- **Understanding the aims of the lesson**
- Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in Maths. This could include symbols, images or objects to make it more accessible.
- **Recapping**
- Invite pupils to reformulate concepts in their own words to check their understanding – eg asking pupils how they would explain it to another person, using cartoons.
- **Reducing reliance on memory**
- Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record.
- Simple audio recorders can be used instead of written notes during visits or field trips.
- **Consolidating learning**
- Leave enough time to consolidate pupils' learning away at different points.