

How we help everyone shine in **Geography** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"> • Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress. • Use clear, unambiguous language and keep unnecessary information to a minimum. • Give response time for verbal questions through oracy – nest, pair, share. • Repeat back teaching using, “My turn, your turn.” • Use visual timetable throughout the day. • Whole class movement break activities, which include alerting, calming and organising activities. • Make learning multi-sensory. • Use visual aids, concrete resources and equipment. • Explicitly teach new vocabulary and support using visuals. • Careful positioning of children away from distraction, near to information. • Teacher proximity to focus children for instructions to be repeated back. • All sessions to be taught with pace, changing activity regularly. • Set routines for transitions between activities. • Use, “I do, we do, you do” approach. • Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders). 	<ul style="list-style-type: none"> • Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure the teacher or a TA is available. • 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 LI is the focus. This can be supported by visuals (widigit images). • Allow sensory movement breaks within the area of learning (if not learning in classroom e.g. fieldwork) where the child can regulate if needed – agree this space with the child as required • Support with quantitative data e.g. graphs, charts etc.