

## SEND Curriculum Access Statement for Geography

### High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

### Geography - High Expectations

All children will have access to a broad, balanced, vibrant and inclusive geography curriculum. Every child should access the Geography curriculum equally but any barriers to learning that may be faced by pupils with additional needs will be identified so that they can achieve their full potential. Teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary. Teaching assistants (if available) are briefed in the geography that is to be learned and the approaches taken. Teachers and specialists, including the SENCO, support them in their role. Classroom resources and fieldwork are adjusted as required to ensure that all pupils take part.

### Curriculum Access

- A spiral curriculum - children have revisit and revise previous learning.
- Teachers can identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils.
- Maps, atlases, artefacts, models and photographs are accessible and labelled clearly.
- Create accessible wall displays, including maps and plans and key geographical words
- 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.
- Identify risk points in the lesson, visit or field trip - eg for pupils with noise or smell sensitivity.
- Pre-teach geographical vocabulary, concepts and/or processes.
- Create word banks for the geographical vocabulary with pictures
- Prepare tables for recording information, writing frames and cloze exercises (where key vocabulary is missing)
- 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.