



Christleton Primary School

Strategies / Adaptations for supporting children with Special Educational Needs and Disabilities (SEND)

In Geography lessons

Sensory and Physical

(including: ASD, Anxiety, visual, hearing, sensory processing issues, DCD , Dyspraxia)

- ✓ **Position in room** – location of child to accommodate needs as comfortably as possible for the individual child
- ✓ **Pre- teach:** individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson
- ✓ **Pre-warning of change:** Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before
- ✓ **Cues:** Children will be able to use a cue in agreement with their teacher if they feel that they need support within the classroom
- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with the them and the will be available for support during the lesson
- ✓ **Differentiation:** Learning will be adapted so that it is accessible to the child.
- ✓ **Zones of Regulation:** Consistent reference to the language around Zones of Regulation will be used to support children in communicating their emotions. Sensory breaks will be used if needed.
- ✓ Time will be given for the child to process new information and instructions with the support of visual cues
- ✓ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson
- ✓ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
- ✓ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort
- ✓ All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach

- ✓ Any rules/expectations will be consistently implemented by all adults in the room with the golden rules followed. Equally, praise will be a key feature of the lesson with good behaviour acknowledged
- ✓ Seating arrangements will be considered carefully to minimise distractions within the geography session
- ✓ Children in need of sensory breaks will know the specific strategy/process they go through in order to take one. This will be supported/aided by the teacher where needed
- ✓ Instructions and key information will be given clearly, concisely and in manageable chunks so the children understand what is being asked of them.
- ✓ Children will have a specific timetable which is adhered to (where possible) at all times. When there is a change to the schedule, this will be clearly communicated with the child/children in advance (sometimes the day/s before).

Anxiety:

- ✓ Ensure the child knows the support available on offer before the lesson begins.
- ✓ Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.
- ✓ Teach problem solving before the lesson, and strategies to overcome problems that might be faced.
- ✓ Model how to use art tools before setting the work.
- ✓ Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.

Visual impairment:

- ✓ A thicker/darker pencil will be provided to support the child with reading their own writing.
- ✓ Children will be given enlarged images, pictures and diagrams as and when needed.
- ✓ If the child needs an overlay when reading information, this will be accessible whenever necessary
- ✓ Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible

Hearing impairment:

- ✓ Adults will discretely check that the child is wearing their hearing aid.
- ✓ A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment.
- ✓ Questions asked by other children will be repeated clearly and loudly so that the child is aware of any key information being shared.
- ✓ Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson.
- ✓ Children will be provided with key vocabulary specific to geography (as and when needed) with technical terms explained

COMMUNICATION AND INTERACTION

(Including: Speech and language, ASD)

Speech and Language

- ✓ Children will be given time to process information and to give responses to answers
- ✓ Speech will be clear and slowed in delivery so that children can understand what is being said, what information is being shared and any instructions that are being given. This may be additional instructions that are given once the majority of the class have started their task
- ✓ Symbols, signs and visual timetables will be used to support communication as and when needed
- ✓ Lots of opportunities will be given to communicate in either a trusted friendship pair or small group context to develop confidence
- ✓ Positive responses and praise will be given to any attempts at communicating
- ✓ Adults will check the child's understanding and progress throughout the lesson

COGNITION AND LEARNING including:

(Dyslexia, Dyscalculia, MLD, SLD,)

- ✓ When there are printed geography sheets, adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper
- ✓ Numbered points or bullet points will be used rather than large paragraphs of writing/information
- ✓ Children will be able to use a ruler or their finger to follow writing/text when reading
The use of pictures and diagrams will be used to break up large sections of information

SEMH

(Including: ASD, ADHD, trauma, attachment)

- ✓ All adults who work with these children will nurture a positive, supportive, trusting relationship with them and they will be available for support during the lesson
- ✓ Learning will be adapted so that it is accessible to the child, the task may be broken down into 1, 2 or 3 manageable steps
- ✓ Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals/at the start of the day or day/s before
- ✓ Preparation for what is coming will be provided with the use of visuals if needed
- ✓ Time will be given for the child to process new information and instructions with the support of visual cues
- ✓ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson

- ✔ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
- ✔ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort
- ✔ Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure
- ✔ Children will be provided with a safe and familiar break out space if they need it throughout the lesson
- ✔ Depending on what has been agreed with the adults in the room and depending on the child's individual learning plan, children will be able to leave the room to their safe space as and when needed
- ✔ Adults supporting the child will have good understanding of how best to support the child with their emotions – they will be able to let visitors know about their need and the current strategy being used to support them for that lesson