

Including pupils with SEN and/or disabilities in primary geography

Curriculum requirements:

- "Schools have a responsibility to provide a broad and balanced curriculum for all pupils." This is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, it is there to be changed, where necessary, to include all pupils.
- The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.
- Teachers have to: "set suitable learning challenges" respond to pupils' diverse learning needs, and "overcome potential barriers to learning and assessment for particular individuals and groups of pupils. These principles allow you to: "choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or "modify the curriculum to remove barriers so all pupils meet the same objectives.

Adapting provision/meeting the needs of learners with SEN and/or disabilities:

- Planning for pupils with SEN and/or disabilities is part of the planning that is done for all pupils.
- Questions are pre-planned to check that you pupils with SEN and/or disabilities can show that they understand in different ways from their peers.
- For some activities, 'parallel' activities are planned for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way - eg using a video camera to capture activity on a field trip rather than navigating inaccessible areas.
- Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.
- Assessment is planned carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.
- When teaching - visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video.
- For recording - alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording.
- Planning support - Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently. Planning should identify: which individuals/groups will receive support, where in the lesson pupils will need support, the type of support pupils should receive, and when pupils should be allowed to work independently.
- Plan: pre-tutoring for some pupils in important geographical vocabulary, concepts and/or processes, how to 'scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill (eg accurate measurement, working with 'specialist'

equipment), and to prepare grids for recording information, writing frames, writing where key vocabulary is missing).

- Additional adults - are clear about the lesson objectives, know the sequence of the lesson, understand the lesson content, know how to break tasks into more manageable chunks, are provided with key questions to encourage formative assessment, and where appropriate, are familiar with any ICT used to support pupils.
- Group work - Pupils have the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part.
- Pupils are assigned specific roles- (eg chair, writer, reporter, observer) which gives all pupils something to do and keeps them focused.
- Teachers' communication - Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils - careful preparation ensures all pupils have opportunities to answer open-ended questions. Alternative communication modes are used, where necessary, to meet pupils' communication needs. Text, visual aids, etc. are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, symbols); some may require simplified or raised diagrams or described pictures.
- Pupils are encouraged to look back to previous work/photos/ records to see how much progress they have made.
- 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. Plan to teach new language explicitly.
- 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.
- Give pupils opportunities to answer open-ended questions - eg "Why did the river flood?"
- Lesson objectives are clear in pictures/symbols/writing, as appropriate.
- Real objects are used where possible as a starting point for developing the concepts and the language needed to describe and discuss what pupils have observed or experienced. Concrete materials and sensory resources, such as a replica rainforest, can help pupils understand unfamiliar locations, people, concepts etc.
- Images are used to build a visual record. Simple audio recorders are used instead of written notes during visits or field trip.