



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Geography lessons.

Individual Need	Here's how we help everyone learn...
<p><b>Autism Spectrum Disorder</b></p>	<ul style="list-style-type: none"> <li>✓ Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if they are overwhelmed.</li> <li>✓ Some children may have definite ideas based on their prior (incorrectly learned) knowledge which may need to be 'untaught', e.g. which countries are in which continents, pyramids were in Ancient Rome etc. – be consistent when correcting ideas and have 'proof' e.g. atlas, globe, visual as well as written information sheets. Continue to go over these incorrect ideas with the new facts.</li> <li>✓ Be able to show understanding in a range of ways including visual as well as written information – for extended writing, teacher or TA support may be required.</li> </ul>
<p><b>Dyslexia</b></p>	<p>As well as the best practise for Dyslexic pupils e.g. font size and type, in Geography, the following will be helpful:</p> <ul style="list-style-type: none"> <li>✓ Visual aids and word mats to help with vocabulary.</li> <li>✓ Reading text-heavy atlas pages or summarising within handouts if required.</li> <li>✓ A range of showing understanding – visual, written, drawing, graphs etc.</li> </ul>
<p><b>Toileting Issues</b></p>	<ul style="list-style-type: none"> <li>✓ Allowances and provision needed when completing fieldwork away from school building/trips.</li> <li>✓ Toilet breaks to be included regularly on trips and access to toilets checked before leaving.</li> <li>✓ Child to have an adult they can go to if they need the toilet whilst outside of school.</li> </ul>
<p><b>Cognition and Learning Challenges</b></p>	<ul style="list-style-type: none"> <li>✓ Visual aids and word mats to help with vocabulary.</li> <li>✓ Demonstrate how to use equipment each time it is used for consistency and processing.</li> <li>✓ Break down tasks into manageable chunks and demonstrate each step as required.</li> <li>✓ Writing support for extended writing including examples of text and scaffolded frame.</li> <li>✓ Step by step instructions.</li> <li>✓ Group and partner work within fieldwork to help stay on task and provide peer support.</li> </ul>



**Speech,  
Language &  
Communication  
Needs**

- ✓ Visual aids and word mats to help with vocabulary.
- ✓ Demonstrate how to use equipment each time it is used for consistency and processing.
- ✓ Break down tasks into manageable chunks and demonstrate each step as required.
- ✓ Writing support for extended writing including examples of text and scaffolded frame.
- ✓ Step by step instructions with understandable vocabulary.
- ✓ Group and partner work within fieldwork to help stay on task and provide peer support.