



## St Mary's C of E School

"DON'T LET ANYONE LOOK DOWN ON YOU  
BECAUSE YOU ARE YOUNG. BE AN EXAMPLE TO  
ALL BELIEVERS IN WHAT YOU SAY, IN THE WAY  
YOU LIVE, IN YOUR LOVE, YOUR FAITH AND YOUR PURITY."  
1 TIMOTHY 4:12

## THE SUNRISE CURRICULUM

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

	<i>Here's how we will help.</i>
<i>Attention Deficit Hyperactivity Disorder</i>	<ul style="list-style-type: none"><li>• Due to its hands-on nature, Geography is an excellent subject for children with ADHD as it is an area they can excel within.</li><li>• 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.</li><li>• During fieldwork, give clear rules to follow for safety and focus for the lesson.</li><li>• Allow time-out within the area of learning (if not</li></ul>

	<p>learning in classroom e.g. fieldwork) where the child can calm down if needed and agree this space with the child as required</p> <ul style="list-style-type: none"> <li>• There are lots of opportunities within Geography for group work and depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual work within a planned group session should also be considered in case any child within the class is struggling).</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Awareness of positioning in the classroom</li> <li>• Pre-teaching key vocabulary</li> <li>• Reassurance, especially of difficult concepts e.g., lines of latitude. longitude etc. and explaining several times in different ways e.g., atlas, map, globe.</li> </ul>
Autism Spectrum Disorder	<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 overwhelmed.</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>
Dyscalculia	<ul style="list-style-type: none"> <li>• The use of an individual whiteboards will be used to ensure the child is not expected to copy from the shared whiteboard</li> <li>• Adults will ensure that questioning is adapted to support the child's understanding</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>• 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. Where required, adults will consider enlarging maps to ensure accessibility.</li> <li>• Numbered points or bullet points will be used rather than large paragraphs of writing/information</li> <li>• Children will be able to use a ruler or their finger to follow writing/text when reading</li> <li>• Text boxes or borders will be used to highlight important information</li> <li>• The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections</li> </ul>

	<p>of information</p> <ul style="list-style-type: none"> <li>• Text to speech technology will be used if necessary</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Adults will consider risk assessments for field work</li> <li>• Where appropriate, adults will provide sensory breaks</li> <li>• Children will be provided with a large working space with an accessible route into and out of the classroom</li> <li>• Instructions will be written clearly for the child, using different colours for each line</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Adults will ensure that where videos are used, subtitles will also be displayed</li> <li>• Adults will discretely check that the child is wearing their hearing aid</li> <li>• 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</li> <li>• Background noise will be minimised and the classroom will be a quiet, calm environment</li> <li>• Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared</li> <li>• Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson</li> <li>• Children will be provided with key vocabulary specific to geography with technical terms explained</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>• Children will be able to leave the classroom whenever needed</li> <li>• Adults will understand that children may be late to a lesson</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Understanding of place will be developed from the child's individual understanding of place to avoid abstract concepts</li> <li>• Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information</li> <li>• Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson</li> </ul>

	<ul style="list-style-type: none"> <li>• Children will be given time to process questions and formulate answers</li> <li>• Word banks will be provided with key vocabulary linked to the focus of the lesson</li> <li>• Information will be repeated in a variety of ways, using a range of vocabulary</li> <li>• Writing frames may be used to support writing during independent activities</li> </ul>
<p>Speech, Language + Communication Needs</p>	<ul style="list-style-type: none"> <li>• Complex vocabulary will be rooted in practical examples or supported with visual representations</li> <li>• Children will be given time to process information and to give responses to answers</li> <li>• Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given</li> <li>• Long sentences will be broken up into smaller, short sentences that can clearly be interpreted</li> <li>• Symbols, signs and visual timetables will be used to support communication</li> <li>• Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence</li> <li>• Positive responses will be given to any attempts at communicating</li> <li>• Adults will regularly check the child's understanding throughout the lesson</li> </ul>
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> <li>• Awareness that tics may have a cultural element when learning about the world</li> <li>• Adults will have understanding of how to individually support the child with tics to ensure they feel safe and respected</li> <li>• Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable</li> <li>• Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to</li> </ul>
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> <li>• Trauma Informed adults in all classrooms</li> <li>• Positive and restorative approach</li> <li>• Awareness of positioning in the classroom</li> <li>• Being aware that geographical location could be linked to prior trauma</li> </ul>

<i>Visual Impairment</i>	<ul style="list-style-type: none"><li>• Coloured overlays/coloured exercise books</li><li>• Flexible seating arrangements for better view of the board</li><li>• For colour blindness, being aware of the visual resources (maps, graphs, diagrams) you are using and that the child can access them.</li></ul>