



Geography SEND Curriculum statement of intent.

At Our Lady of Perpetual Succour Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued, so they are able to become confident, independent learners.

We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential.

Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?

- To have high expectations of what a SEND child can understand or explain during a geography lesson.
- We must be aware that a child's ability and enquiring mind is not directly related to their writing or maths ability.
- Children should be given the opportunity to create their own investigations with support appropriate to their SEND learning barriers.
- Children must be given the opportunity to ask their own questions as well as complete teacher-led enquiries.
- Geography lends itself to inquiry-based learning which provides opportunities and benefits to learners with SEND.

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What adaptations and amendments are made to this subject for children with SEND?

- Emphasise a child's areas of strength and ability when completing activities. This will help build confidence and increase the likelihood of their learning experience being successful.
- Role modelling, chaining tasks and providing opportunities for repeated practice when looking to teach new behaviours.
- Use of appropriate language at the level for the child to understand. Consider the communication supports and strategies the child currently needs and how these can be utilised to help get the most out of the resource.
- Does the environment or setting need to be modified to help facilitate the child's learning? Consider the roles other people can play, including those outside of the school setting (such as key family members), in building upon any new skills introduced in school to help strengthen learning across settings.
- Do any physical tasks need to be modified to complete the proposed activities? Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning.
- Consider the learning style of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try and provide new information in the style(s) which best meets their needs and consolidate the child's learning through a range of visual, auditory and kinaesthetic cues.
- Adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous.
- Revisiting the key facts and vocabulary at the start of each lesson and a knowledge through completing pre and post topic assessments.
- Children to work in mixed ability groups when conducting enquiry-based activities with teacher/TA overseeing groups and offering assistance when required.
- Using child's support plan actions and quality first teaching in all lessons.
- Encourage learners to explore the subject outside of the classroom. Provide parents with information about their curriculum so that they can also support and where appropriate provide extra opportunities to enhance their learning.
- Children to work in mixed ability groups when conducting enquiry-based activities with teacher/TA overseeing groups and offering assistance when required.
- When writing up investigations, children can be supplied with an investigation sheet to scaffold work if needed.
- Using child's support plan actions and quality first teaching in all lessons.
- Using iPads, laptops and other technology to support learning.

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- Helping pupils to manage their behaviour by setting out clear expectations and engaging them in practical work which ensures success.
- Allow movement breaks where needed.
- Nurturing a sense of achievement.
- Acknowledging and celebrating even tiny steps of progress.
- Utilising TA/1-1 adult support.

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