



## Cranborne

Church of England  
First School and Nursery

**Love, Learn, Fly**

**Do Everything in Love 1 Corinthians 16:14**

### Adaptations for children with SEND

**Subject Area:** Geography

#### Area of Need: Cognition and Learning

- Hands on learning, children able to touch/explore
- Where appropriate, use of manipulatives
- Use of outdoor equipment
- Use of ICT (google maps, satellites, maps, drones etc.)
- Practical fieldwork investigations
- Use of talk to text to record ideas/responses
- Range of ways to record work, e.g. verbal, group presentation, use of IT, scribe etc

#### Area of Need: Communication and Interaction

- Pre-teaching of new vocabulary prior to lesson
- Use of vocabulary word mats
- Careful use of language – not overwhelming child with amount or content of language
- Explicit teaching of new key vocabulary
- Continuous checking of understanding of key terms/concepts
- Stem sentences/sentence starters to help support verbal responses
- Carefully considered groupings/pairings
- Adequate time given for children to process and respond to a question
- Use of 'I say, we say, you say'
- Use of 'think, pair, share' to scaffold ideas/responses

#### Area of Need: Social, Emotional and Mental Health

- Clear explanations from trusted adult before any new experiences – what will happen, provide opportunities for children to ask questions
- Use of small group/trusted adults
- Ensure children have a good underpinning of prior knowledge in order to access the new theme
- As much as possible, introduce challenging concepts/themes in advance to prepare children fully
- Good communication with parents/carers
- Any changes to normal routine communicated clearly to child and Parent/Carer well in advance – ensuring where suitable and needed, sessions are predictable
- Start of each new unit – explicit links made to previous learning
- Where appropriate, allow movement breaks
- Now/Next chart – child to tick off when complete
- Opportunities for children to share their achievements with Parent/Carer

- Clear, unambiguous instructions
- If child is becoming distressed/dysregulated trusted adult to ensure no demands are put on child, child in safe place, reduce language, if needed child to take some time away from main teaching

**Area of Need: Physical and/or Sensory needs**

- Resources modified as appropriate to individual need e.g. resource enlarged for visually impaired child
- Physical and sensory needs taken into consideration in advance of educational visits to ensure activities are accessible
- Risk assessments undertaken
- Options/flexibility to record learning in different ways if appropriate
- Demonstration/modelling by adult or peer on how to use specific equipment