



## Geography

### SEND inclusion statement

#### **Rationale**

South Walney Infant & Nursery School is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum. All children, including those with SEND, are offered a broad and balanced curriculum. Lessons are planned with appropriate activities and scaffolding to ensure children are able to access learning at their own level while still being ambitious and challenging to move them forward.

Geography lessons help children to make sense of the world and can inspire interest and a sense of wonder about places. It builds on skills such as questioning, investigation and critical thinking. Children develop their spatial awareness and develop important life skills as well as helping to develop our children into global citizens. Exploring their own place in the world and promoting key topics, such as sustainability and the environment.

#### **Inclusion Education in Geography**

We aim to achieve this through:

- All children learning together.
- Engaging and interactive lessons to capture the children's imaginations.
- Lessons that are planned and resourced well in advance, considering points where some children may struggle to allow for adult guidance accordingly.
- Identifying key vocabulary and ensuring this is used repetitively throughout the lessons, and in the wider school environment when possible.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children.

We will work towards this by ensuring that:

- All children are working towards the same objective, this can be with a parallel activity so they are not necessarily completing the same task.
- Sufficient time is given to allow discussion, thinking time and sharing ideas.
- Instructions are clear, concise, broken down and given one at a time if necessary, with visual aids to support understanding.
- Maps, models and atlases are clear and suitable for the children's level of understanding.
- Children are supported with accurate measuring and pre-prepared grids for recording data.
- Writing is not a barrier to learning, with tasks designed to use a variety of different methods of recording, including the use of technology where appropriate.
- Strategies such as modelling, demonstrating and imitating are used to support children understand how to complete tasks.
- Word banks/sentence starters are provided to help scaffold.
- Providing opportunities for repetition and overlearning of the 'sticky knowledge'.
- There are opportunities for discussion and revision of previous learning to help aid memory.
- Any language the children will require in the lesson is pre-taught.
- There is easy access to any equipment needed.
- Children are given lots of time to digest information and formulate a response to questions.
- Children who struggle with self-regulation are given regular movement breaks.