GORSEWOOD PRIMARY SCHOOL

SEND IN *Geography*

At Gorsewood 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?	What adaptations and amendments are made to this subject for children with SEND?
We need to be ambitious about what our children with SEND can achieve and not believe their ability is 'fixed' for every subject. We should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult.	• Visual links to keywords / artefacts / resources for help recalling key information and knowledge • Use of concrete resources to help children to make links and develop an understanding of the intended learning intention. Using the outdoors to enhance learning. • Mixed pairing and grouping of children to encourage conversations when discussing and completing group tasks. • Revisiting the key facts / vocabulary at the start of each lesson. • Prompts and scaffolds for lessons with visuals where appropriate • Support with being able to share and record their opinions / ideas clearly to their their peers • Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons. • Adult support and guidance where needed • Using child's support plan access arrangements and quality first teaching in all lessons