



## A snapshot of SEN support in Geography

### EEF – 5 A Day Adaptive Teaching Strategies

**EI** – Explicit Instruction

**MS** – Metacognitive strategies

**S** – Scaffolding

**FG** – Flexible Grouping

**T** – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Key vocabulary taken from knowledge organisers is pre-taught <b>EI</b>	Chunked activities are broken into clear steps <b>EI</b>	Teachers' responses to students' errors recognise, value and build on the thinking that led to them <b>MS</b>	Enlarged fonts/ visibility of board is considered <b>T</b>
Vocabulary sheets for each topic is in books for easy reference <b>EI</b>	Scaffolded or adapted tasks carefully planned so that children with SEN can work towards the same objectives but in more accessible ways <b>S</b>	Individual resource pack & work areas are made available should pupils require greater support with concentration or to minimise disruption to others <b>S</b>	
Sentence stems used to help pupils verbalise ideas e.g. 'I think that..., In the past people used to..., Mountains are formed when....' <b>S</b>	Alternative ways to record learning where writing is a barrier provided e.g. mind mapping, cloze procedures, using labelled diagrams or storyboards <b>MS T</b>	Seating plans and proximity to adults are carefully considered <b>FG</b>	
The amount of instructions given are limited <b>EI</b>	The need for copying lots of information is avoided. For example, notes on interactive whiteboards are printed off for pupils <b>S</b>	Movement breaks and opportunities to complete 'jobs' throughout lessons provided e.g. carrying resources, handing out books <b>S</b>	
Pupils given time for discussion and opportunities to talk to each other before expected responses <b>FG MS</b>	Links are made between previous learning and other subjects <b>MS</b>	Roles are clearly allocated within group work to support clarity of peer expectations <b>FG</b>	
When available, additional adults utilised for targeted support e.g. checking for understanding, prompting and modelling <b>S MS</b>	Word banks are provided to help with recall of key vocabulary <b>S</b>	Displays are accessible and informative – too much content is avoided as this could create cognitive overload. <b>EI</b>	

