

Inclusion in the Curriculum

Removing Barriers in Geography

Room

A learning space which reflects and promotes engagement

Ensure pupils can see the whiteboard and any resources shown. Ensure they can hear the adult.
Pupils with vision difficulties are situated where there is no reflective glare from the whiteboard and any supporting software linking to i-pads should be switched on so anything on the board can be accessed. Ensure children can see any supporting materials: vocabulary, pictures on the wall. Ensure seating arrangements allow for adult support. Consider groupings of pupils when appropriate.

Relationships

Positive relationships where adults really know our children

Ensure supporting adults support the child to focus the teacher's input, through modelling and gentle reminders. Words and vocabulary may be pre-taught (individually or in a small group if necessary). Points may be further discussed to aid understanding (e.g. pictures on an i-pad may be shown) Ensure staff and visitors are aware of specific needs. Ask for verbal feedback from support staff after the lesson and plan any pre-teaching that may be needed. **Use peers to support learning and to promote discussion..**

Resources

Effective resources which support and promote learning

Ensure written resource material is accessible: e.g. printed in the right sized font, printed on tinted paper if necessary, simplified as necessary. For children who find sitting still difficult, consider including a movement aspect e.g. finding source pictures around the room, physically exploring an object. When using videos ensure that children are not affected by light and loud noises. Use sub-titles for EAL children when appropriate.

Response

Support to participate and share learning in a variety of ways

Allow time for sensory exploration of resources. Use real objects wherever possible when looking at artefacts. Consider different ways of recording the learning: drawing, scribing, video, photos, voice recordings. Use photos and videos to capture and share materials, planning, sketches and finished work. Use programmes such as Clicker 8, with pre-prepared word banks to support written work. Adult to scribe oral responses when necessary. Use drama to support understanding and promote engagement.

Resilience

Fostering a culture of independence and where mistakes are part of the learning

Use displays to ensure the work of all children is celebrated including scribed comments if appropriate. Encourage independent research and investigation through homework activities / group reading using texts to support specific learning. Encourage children to voice their own ideas through discussion and questioning. Sensitive address misconceptions.

Recall and Retention

Re-visiting, using and applying knowledge and skills

Ensure you have clearly identified new words, key vocabulary linked to the learning objectives and explained these – possibly through images. Recap previously taught work and help children to relate events to a given time period through discussion and images. Relate to and regularly revisit timelines. Consider things such as cognitive load and memory difficulties and ensure time is given for recapping, to support children with memory difficulties.

