SEN Provision For Oldfield Geography

Cognition and Learning		Communication and Interaction		Physical and/or Sensory		Social, Emotional and Mental Health	
Barriers to Learning	**Provision**	**Barriers to Learning**	**Provision**	**Barriers to Learning**	**Provision**	**Barriers to Learning**	**Provision**
- Not understanding concepts - Low reading ability - Slow processing speed - Difficulty accessing written work - Poor working memory – difficult recalling key events and details about text. - Poor long-term memory to retain skills. - Slow processing speed. - Short attention span - Dyslexia	- Pre and post teaching - Pictures and videos to support understanding/reading - Interventions to support fine motor skills - Pedagogy and content adapted to suit the needs of all children. - Coloured Screens/Coloured paper/Coloured overlays/dyslexia friendly texts - Word cards to support writing sentences - Vocab sheets - Differentiated by expectations not demand - For those working more than 2 years behind, adapted	- Use of vocabulary. - Lack of ability/confidence to communicate - Auditory processing difficulties - New vocabulary across a range of units. - Auditory processing difficulties. - Non-verbal children that lack confidence to speak in a large group.	- Pre-teach concepts and vocab. - Use of precision teaching - Key vocab is taught in meaningful contexts to build understanding - Peer support - Group work - Writing questions down rather than verbalising it	- Visual impairment - Poor fine motor skills - Struggles to sit for an extended period of time.	- Large text/images on board/worksheets - Varied activities eg. ICT, drawing, sorting, videos - Highlighters - Coloured overlays - Angled writing boards and equipment such as pencil grips to support the physical aspect of writing - Wobble cushion	- Anxiety - Difficulty understanding geographical concepts - Difficulty understanding own/others point of view - Difficulty imagining what other places in the world are like	- Pre-teach / children to be aware of what will be happening in the lesson - Adults to support and remove from classroom if necessary / time out - When working in groups, put children with peers that they are comfortable with

	sequencing to plug earlier gaps - Differentiation by outcome - ICT to engage learning - Breaking down lessons into smaller chunks. - First and Then board. - Collaborative learning. - Mixed ability grouping, or greater stretch planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge						