

Impactful teaching strategies & approaches to support SEN students in geography

Presentation to Fareham and Gosport Schools
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Final version

Focus

- Identify *high impact* strategies to ensure an inclusive classroom, making geography accessible to all learners.
- Explore approaches and ideas for teaching geography to students with SEND that can be incorporated into existing units or embedded when devising new schemes of learning to remove barriers to learning.
- Consider how the approaches can be effective for all students



SEN support guidance

SEN Support Guidance for Schools



- Recommended reading especially Section 6 (from page 33 –40).
- This section identifies some of the key strategies to meet the needs of CYP requiring SEN Support within the four main categories of need.
- Some of the strategies also feature within the universal offer of high-quality teaching but feature again for SEN support because they are known to be particularly effective for certain categories of need.



The geography curriculum needs to support the cognitive load of pupils.

Planning needs to have purpose, be specific and build on what pupils know and don't know.

- Develop geography skills in conjunction with learning geography knowledge and understanding in order to make connections.
- Return to concepts, skills, vocabulary and content throughout the curriculum in order to deepen learning and support progress.
- Give geography a pedagogical identity that children recognise.



Key questions

- How can we adapt the curriculum to ensure it is accessible, inclusive and equitable?
- How have tasks been adapted to better meet the needs of individual students?
- What is the effectiveness of scaffolding put in place?
- Does the adaptation promote independence whilst ensuring the student can access the curriculum?



The research

SEN support a rapid evidence assessment



SEN support: A rapid evidence assessment

Research report

July 2017

Julia Carroll, Louise Bradley, Hayley Crawford, Penny Hannant, Helen Johnson & Angela Thompson

Coventry University

EEF - Special Educational needs in mainstream schools



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS Summary of recommendations

1 Create a positive and supportive environment for all pupils, without exception	2 Build an ongoing, holistic understanding of your pupils and their needs	3 Ensure all pupils have access to high quality teaching	4 Complement high quality teaching with carefully selected small-group and one-to-one interventions	5 Work effectively with teaching assistants
<ul style="list-style-type: none">An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:promote positive relationships, active engagement, and wellbeing for all pupils;ensure all pupils can access the best possible teaching; andadopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools	<ul style="list-style-type: none">Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.Teachers need to feel empowered and trained to use the information they collect to make a decision about the next steps for teaching that child.	<ul style="list-style-type: none">To a great extent, good teaching for pupils with SEND is good teaching for all.Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.<ul style="list-style-type: none">feasible grouping;cognitive and metacognitive strategies;	<ul style="list-style-type: none">Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.The intensity of intervention from universal to targeted to specialist should increase with need.Interventions should be carefully targeted	<ul style="list-style-type: none">Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.TAs should supplement, not replace, teaching from the classroom teacher.The EEF's guidance report Access to Quality (2014) provides detailed recommendations.



EEF Recommendation #3

**Ensure all pupils have access to high quality teaching.
To a great extent, good teaching for pupils with SEND
is good teaching for all.**

Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.

The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND.

Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils:

- 1. flexible grouping;**
- 2. cognitive and metacognitive strategies;**
- 3. explicit instruction;**
- 4. using technology to support pupils with SEND;**
- 5. And scaffolding.**



The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

"The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk

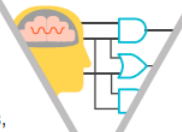
Scaffolding

Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.



Explicit instruction

Explicit instruction refers to a range of "teacher-led" approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.



Technology

Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils' practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.



Cognitive & Metacognitive strategies: chunking

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND - this may be through provision of checklists or providing one question at a time to make the information easier to process.



Flexible grouping

Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.



Source: EEF

Take 5 mins to jot down some examples of how you use these strategies with your students.

Flexible grouping



- Incorporate flexible grouping – do not always group children with similar SEN together; allow them to learn from their peers
- Guided group work can be an effective way to help learners with SEND access the learning. Set the whole class off on a task, then gather a small group of learners to work with you. You can then support and guide them in their work, addressing any issues or misconceptions.



Cognitive and metacognitive strategies

- Revisiting
- Over learning
- Follow up tasks
- Time - especially thinking time and time to discuss and orally rehearse ideas before attempting written task
- Imitation – what learning behaviours are we modelling?



Chunking



Introducing new material in steps is a particularly effective approach to making learning more manageable (Rosenshine 2012)

- Briefly reviewing what students have already learned
- Introducing new material in small steps
- Checking pupil understanding of the new knowledge regularly
- Providing models and scaffolds for practice

e.g. Revision dominoes, sequencing tasks, priority diamonds, Venn Diagrams



Visuals

The visual builds a bridge which supports understanding and expression, develops social skills and helps support independence.

Students need to be an active participant in the visual

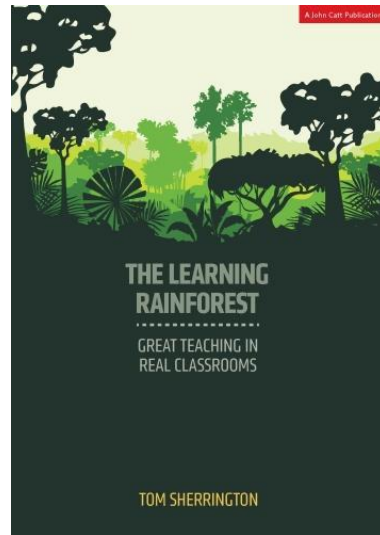
Selecting the visual is vital:

1. Learning new info/concepts
2. Supporting understanding of processes and sequencing
3. Developing receptive vocab
4. To identify themes, connections and links



Dual Coding

Reducing cognitive load, increasing explicit teaching & creating opportunities for pupils to process the information – link to them, interact with material



Grids of inference

What else do you know about the UK's extreme weather that will help you to answer the exam question?

What can you infer are the SEE impacts of extreme weather?

Figure 2



'Beast from the East' causes chaos across Britain. The killer freeze costs the UK £1 billion per day as transport routes are disrupted by snow and ice. Businesses and schools are forced to close.

What does the figure tell you about the 'Beast from the East'?

Suggest how extreme weather events can impact the economy of the UK. Use Figure 2 and your own knowledge. (6)

“How can you help yourself to remember this?”

Meta-cognitive Questions for teachers and pupils

Before starting a piece of learning

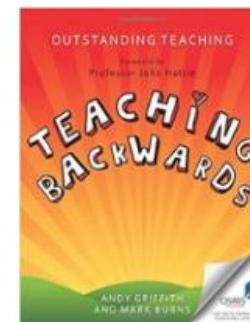
- What parts of the topic do you feel most/least confident about?
- How have you solved problems like this before?

During a piece of learning

- What parts of the learning do you find easiest/hardest to explain to someone else?
- What are the steps or stages that best explain this concept/ problem?

After a piece of learning

- How will you remember this learning?
- If you did this again, how would you do it differently?



EdTech Organisation & concentration strategies

- Google/MS tools, calendars, mail and setting up notifications
- Todoist app
- Class timetable app – simple and sends notification on teacher and room before the lesson
- Google Keep
- Adapt app – creates a revision timetable & pulls in exam board info (getadapt.co.uk)



Tell stories

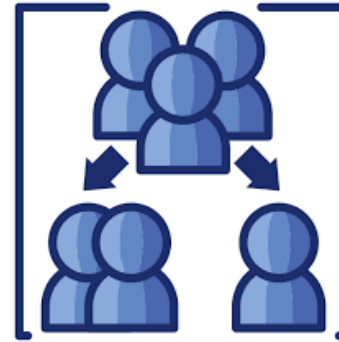
- Create characters and stories (Granny Wu)
- Take pupils to the geography with a strong reason why it and individual people are important
- Explore new words and vocab by considering real life experiences/previous learning.
- Connect geography to the pupils' local area and events

Pop into the chat other cognitive/metacognitive strategies you use



Scaffolding

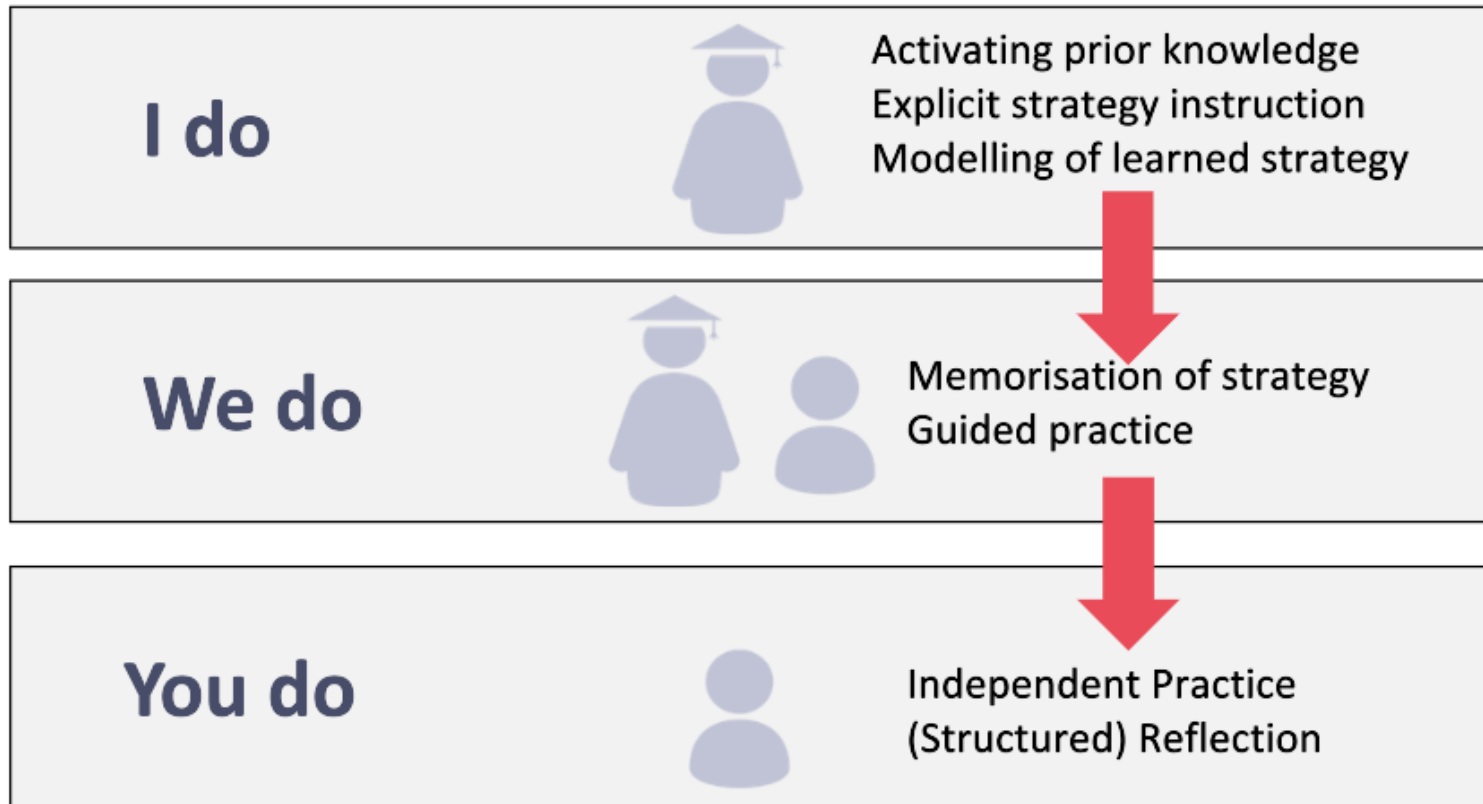
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Using your list from earlier –
Share your experiences of scaffolding strategies in the breakout room

Source: EEF

I do, you do, we do



Scaffolding the literacy



- Through: Sequencing, Cue cards, Highlighting
- Plan in the use of talk partners – this gives children with SEN access to peer support and the ability to verbally rehearse their responses before writing
- Sentence starters can be used to guide learners through independent writing tasks. Use the same sentence starters for the same activities and/or question types, then you can gradually remove these to promote independence
- Pre-reading a text before the lesson can help learners to access the work.



Scaffolding the keyword

In your own words
write a definition:

Use the term correctly
in a sentence:

Keyword: *Economic Well-being*

Create a question where the keyword is the answer:

What other words are
connected to the keyword?

Draw a picture to
illustrate this keyword:

Self assess your understanding of this keyword: Got it! Almost! Not yet!

Pre-teach vocab and use keywords in context

Giving students a definitions match up task is not going to support all learners in their vocab development. Instead plan what keyword(s) you want to introduce the class to and use it in it's real context.



**Keywords are vital in this unit.
Read the definitions below:**

Economic Development

Is about the standards of living and the quality of life of people. We try to measure this using...

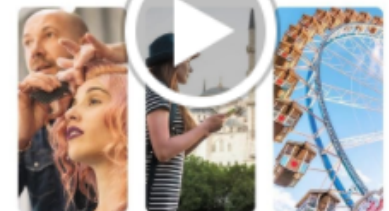
Development indicators

Measures like life expectancy and literacy rates give us data to make judgements about the level of economic development in a country

Task: Listen and take notes from this 3 minute podcast to deepen your knowledge of these keywords.

Higher disposable income and leisure time

Need for services seen as unaffordable luxuries










Acronyms

Decoding an exam question under the visualiser is a useful strategy for command and keywords:

What others
acronyms do
you use such
as PEEL?

PEEL the question

- 
• Box the command word

Identify *Explain*
Describe *Evaluate*
- 
• Underline the key words

- 
• Glance back at the question and the number of marks

- 
• *Specific facts/examples*




Guided Reading



1 Question: What has happened to food security over time?

2 Question: What does the global food security index include?

3 Question: How is this different to the global hunger index?

4 Question: How has food security changed in Singapore? Why?

5 Question: Why is Singapore's food security potentially not sustainable?

6 Question: What has happened to Venezuela's food security?

7 Why has Venezuela's food security reduced so much?

8 What has Slovakia done to ensure its food security- why is this sustainable?

GLOBAL FOOD SECURITY INDEX- KEY FINDINGS

An overview of changes in the global food security index

Over the past five years, the relative cost of food has increased worldwide. While food prices have risen most sharply in countries experiencing conflict, there have been steady increases in prices of average basket of goods worldwide. Over the past five years the price for the average basket of goods has nearly tripled in Angola and Egypt.

The Global Food Security Index has created a country level food security measurement tool that addresses the issues of affordability, availability and quality and safety in 113 countries around the world.

Singapore claims the top spot for food security for the first time in 2018. GDP per capita has risen by nearly 30% since 2012, and the percentage of household expenditure that is spent on food is the second lowest in the index. Singapore also has the lowest agricultural import tariffs of any country which helps to reduce food import costs.

However, Singapore's food security score is the most susceptible to climate and natural resource risks. Singapore is reliant on food imports- they make up 90% of its food supply. This means that it is vulnerable to trade and supply chain disruptions, this can drive up food costs.

Venezuela has found itself in an economic crisis and the country's food security situation has become critical. Venezuela's food security score has declined more than any other country since 2012, demonstrating the significant impact that political and economic insecurity has on a country's food security. During this period GDP per capita has fallen by nearly 30% during this period. The collapsing economy has had a significant impact on the health of Venezuela's population, with children especially affected.

Slovakia is now at the top of the natural resources and resilience category. This considers the sustainability of food security in countries. It has invested in an early warning system for climate risk and a water programme to mitigate against drought.

Key terms

Household expenditure

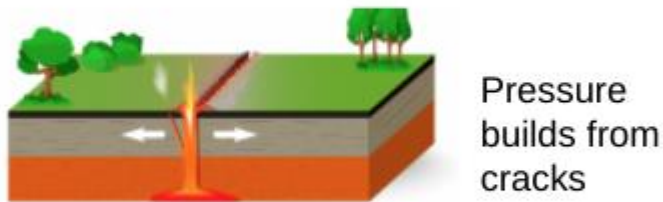
Agricultural import tariffs

Supply chain

Flash cards

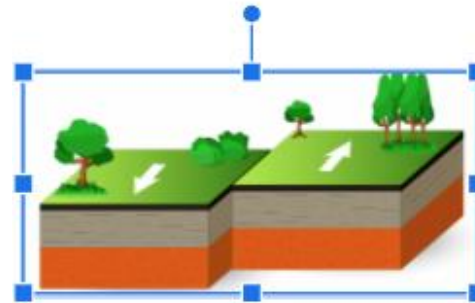
Constructive Plate Margin (divergent)

Convection currents cause plates to move apart
Magma rises to fill the gap



Conservative Plate Margin (Transform)

Plates slide past each other. The rock has jagged edges which gets stuck and snag. Pressure builds, releases causing plates to slide = earthquakes.



Say it

Ask students to verbalise the keyword - songs, jingles, breaking down pronunciation (phonics) all helps

m a p



"/m/"

m a p



"/ă/"

m a p




"/p/"



How to support students in identifying Command Words

AQA have produced a help guide for the command words – useful starting point when planning support in decoding command words and developing exam skills



Realising potential

Get to grips with GCSE Geography command words

Your guide to understanding command words and reinforcing core exam skills

EdTech Reading/Writing

- Texthelp/ClaroRead/Clicker8/Clickerwriter/Read and write.
Texthelp is amazing, you can highlight text and put it into docs with the reference website as well as using it as a computer reader.
- Kami
- Scanning pens
- Evernote
- Voice typing – google docs
- Coggle.it
- Pomodoro technique
- Nosily – for those with sensory issues they can make a background audio
- Forest
- Rainy mood



SEN support guidance for Schools: HIAS

[SEN support guidance](#)

[SEN Moodle](#)

[Primary Behaviour Service Moodle](#)

Vocabulary and Oracy Project:

- Aims to develop research informed practical approaches to developing pupils oracy and vocab.
- See: SEN Moodle, course materials (Oracy2021)



Further reading (links correct as 24.7.22)

[Teacher handbook SEND](#) - SEND Gateway

<https://researchschool.org.uk/bradford/news/getting-to-know-words>
Blog post by Mark Miller - Bradford research school

<https://literacytrust.org.uk/resources/?phase=secondary>

National Literacy Trust - resources for secondary teachers

[Alex Quigley on Closing the Reading and Vocabulary Gaps – YouTube](#)

[Developing vocabulary – GA](#)

[Speaking and listening in geography – GA](#)

[Extended writing in geography – GA](#)

[The EEF report on Metacognition and Self-Regulated Learning:](#)

[The EEF report on Special Educational Needs in Mainstream Settings:](#)

[The EEF report on Making Best Use of Teaching Assistants in Schools:](#)



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