



Edgbarrow School: SEND & Curriculum Provision Statement

Subject: Geography

At Edgbarrow School, SEND provision is delivered through an inclusive, whole-school framework that enables all pupils to **Enjoy, Grow, and Achieve**. The SEND Department, subject specialists, and pastoral teams collaborate closely with families to ensure reasonable adjustments and early identification of barriers to learning are systematically embedded across the curriculum.

Our continuum of support ensures that every pupil accesses an ambitious curriculum, participates fully, and makes strong progress.

Our classroom pedagogy relies on proven learning strategies, delivered through the **Edgbarrow Essentials**:

- **Positive Learning Routine:** Active Recall
- **Feedback:** Checking for understanding and purposeful circulation
- **Questioning:** Strategic cold calling and responsive dialogue
- **Modelling:** Explicit instruction (*I Do, We Do, You Do*)
- **Oracy:** High-expectation verbal refinement (*Say It Again, Better*)

Where pupils require additional support to overcome specific barriers to learning, we routinely embed reasonable adjustments and adaptive strategies within the mainstream classroom:

- **Strategic seating plans** optimised for learning dynamics, sensory needs, and peer collaboration
- **Targeted deployment of additional adults** focused on scaffolding independence rather than reliance
- **Subject-specific adaptations and scaffolds, such as:**
 - Display terms such as erosion, deposition, meander, tributary and floodplain with labelled diagrams
 - Visual flowcharts showing processes
 - Highlighted key information
 - Worked examples
 - Writing frames
 - Clearly labelled diagrams
 - Visual instructions for fieldwork tasks
 - Comparison tables
 - Colour-coded graphs
 - Vocabulary banks



Impact is demonstrated in our subject area, in the following ways:

- **The subject-specific knowledge and skills which students retain in their long-term memory.** Retrieval practice is embedded throughout the curriculum through regular low-stakes quizzes, silent starters, spaced recall and reflection activities, enabling SEND students to revisit and secure prior learning. Students demonstrate increasing confidence in geographical concepts, source analysis, interpretation, data handling and decision-making.
- **The academic outcomes students achieve.** The majority of SEND students make progress in line with, or beyond, their expected targets. At GCSE, SEND students are supported to achieve outcomes that reflect their potential through appropriate scaffolding, adaptive teaching and high-quality feedback.
- **Pupils are ready for the next stage of their education, including their destinations post-16 and post-18.** SEND students are well prepared to progress to further study, apprenticeships or employment. Many are able to continue with the courses of their choice, including A Level Geography where appropriate, developing the independence, resilience and geographical thinking required for future education and careers.
- **Skills developed through co-curricular and enrichment opportunities.** Fieldwork, geographical visits, competitions and enrichment activities develop students' confidence, teamwork, communication, problem-solving and enquiry skills. These experiences provide meaningful opportunities for SEND students to apply their learning in real-world contexts and build social confidence.
- **A passion for Geography and for learning is instilled in pupils.** High-quality, inclusive teaching ensures all students, including those with SEND, can engage with and enjoy Geography. Lessons are designed to foster curiosity about the world, encouraging students to ask questions, think critically and develop a lifelong interest in geographical issues. This is reflected in positive student engagement and continued uptake of Geography at GCSE and A Level.

This tiered framework ensures the vast majority of pupils' needs are effectively met within the mainstream classroom. For pupils with more complex or significant needs, tailored, higher-tier support is coordinated by the Inclusion Department, augmented where necessary by specialist staff, targeted interventions, and external agencies.