Supporting Learners with SEND in History

Maintaining an inclusive curriculum learning environment	History adaptations
Sound and Light: • Background noise is limited for all pupils including pupils with Hearing Impairment. • Screen glare is reduced from the interactive boards. • The teacher's face can be seen and is visible for all. • Pupils have access to hearing and low vision aids.	On trips, ensure that pupils with hearing aids are positioned close to the adult so that they can hear information/instruction. For children with visual impairments, fieldtrips to be considered and additional adaptations to be made to ensure that pupils can access. Additional risk assessments to be completed for pupils with physical disabilities when completing fieldtrips.
Seating: All pupils can see and hear clearly. • Seating positions are taken into consideration for children with a disability. Seating allows room for pupils with mobility issues. Furniture is suitable: sloping boards utilised where appropriate.	Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access. Pupils are seated close to teacher/teaching assistant to ensure that they have access to additional support. Seating in the class allows less confident pupils to communicate, respond and interact with more confident pupils and the teacher in discussions.
Resources: • Storage systems are predictable for SEND pupils. • Areas of the classroom are labelled to encourage independent use, e.g. using images, colour coding, large print, symbols. • The classroom has a range of accessible materials including: • Chunky pencils • Different coloured crayons. • Individual whiteboards. • Different types of pens for writing in different contexts. • Pencil grips for pupils who need them. • Access to iPad/laptops • Ensure that font size/type is in line with school policy. • Background colours of the whiteboard is considered for pupils with dyslexia. • Reading material is varied and encourages pupils to access. • Table top resources to support independence including: word banks, visual cues, dictionaries,	Maps, artefacts, models and photographs are labelled and accessible. Larger print maps and atlases are provided for pupils with visual difficulties. Symbols are used to identify specific historical vocabulary for pupils with severe learning difficulties e.g. maps, timeline, artefact,
Displays: • Displays are: • Accessible, within reach, visual and tactile where appropriate. • Pupil led. • Informative and displays current learning. • Engaging for pupils. • Demonstrates the process of pupil learning. • Vocabulary rich. • Demonstrates key questioning.	Accessible history displays are created linked to their Cornerstones projects/focus and include key concepts, vocabulary, maps and past learning to support memory and consolidation
Multi-sensory approaches: • Teaching takes into account pupils' different learning styles. Visual, auditory and kinaesthetic approaches are used such as supporting teacher talk with visual aids. • Alternatives to written recording is offered e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording. • Visual timetables are used to support pupil organisations and security. • Visual picture cues are used to support routines. • Shared signals are developed between pupils and staff to establish security when there is uncertainty. • Now/Next cues are used to support pupil retention.	A multi-sensory approach to adapting the range of sources, evidence could include: • Summarising ideas in pictures. • Modifying visual sources to show change. • Comparing visual sources from different times. • Using visual timelines. • Written sources being converted into auditory form. • Using auditory forms of evidence to develop understanding including: famous speeches, sounds such as sirens, songs, spoken interviews. • Using symbols. Mind mapping to be used as a tool to establish prior knowledge and knowledge that has been retained so far in the topic.

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• Practical equipment is used to secure pupil understanding prior to moving onto abstract concepts.	
ICT: • Accessibility features are used to include pupils with SEND as appropriate: Pupils have access to typing programmes to develop their key skills and touch typing • Pupils can access voice-recognition software e.g. Word dictate to support recording. • Font size is considered for worksheets and screen presentations • Font type follows school's presentation policy. • Screen background is adapted for pupils with visual difficulties of dyslexia.	ICT in history allows pupils to: • Use voice recording to rehearse words, phrases, sentences. • Use visual images to present their learning. • Research the historical events, civilisations, people from history. • Present their learning in an accessible way. • Discover and use enquiry skills to review a wider range of historical sources. • Explore museums, galleries and historical sites through the internet.
Adult deployment • All pupils are encouraged to be as independent as possible including pupils with SEND. • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. • Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.	• Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention. • Scaffolding historical explanations including: - This tells me… - Both sources… - In this picture I see…
Teacher communication: • Teacher language is clear and accessible. • Key words, meanings and symbols are explained. • Instructions are given clearly and reinforced visually where necessary. • Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND.	Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. • Vocabulary to be taught explicitly to ensure that pupils do not misunderstand concepts. Words may include: chronology, timeline, era, past, present, BC, AD, civilisation. • Words banks and knowledge organisers to be created and displayed within the classroom.