



## Strategies for supporting pupils with Special Educational Needs and Disabilities in History lessons

Individual Need	Here's how we can help everyone learn...
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"><li>• All adults supporting the child within the classroom will have a good understanding of how best to support the child using non-confrontational approaches.</li><li>• Any rules/expectations will be consistently implemented.</li><li>• Seating arrangements will be considered carefully to minimize distractions with the history session.</li><li>• Practical exploration to be encouraged, real life artifacts to explore, to help bring the subject to life.</li></ul>
<b>Anxiety</b>	<ul style="list-style-type: none"><li>• Before the lesson, there will be a discussion between the adult and child so that the child can choose their preference for where they would like to sit if this is the cause of anxiety.</li><li>• Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson.</li><li>• </li></ul>
<b>Autistic Spectrum Disorder</b>	<p>Depending on the child and their specific needs, children on the Autism Spectrum may benefit from:</p> <ul style="list-style-type: none"><li>• Group work (they may be given a role within the group that they have chosen or can observe).</li><li>• 1:1 TA support – children can complete the investigation with tailored support.</li><li>• Preparation if there will be loud noises/mess etc.</li><li>• Being allowed to meet their own sensory needs, e.g. wash hands/give themselves distance if required.</li><li>• Use annotated photographs as evidence – scribe if needed.</li><li>• Work is adapted to match the child's level</li></ul>

	<p>of understanding.</p> <ul style="list-style-type: none"> <li>Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult.</li> </ul>
<b>Dyscalculia</b>	<p>The most difficult aspect of Dyscalculia will be reading and recording dates as well as sequencing events on a timeline. The below may be useful when considering inclusion</p> <ul style="list-style-type: none"> <li>Try to view the content from the point of view of someone whose primary way to learn and engage with material does not center around numbers.</li> <li>Provide timelines to give dates a visual location in time.</li> <li>Be aware of possibly confusing language, instead of "In the 70's..." be more specific, "In the period of time between the years 1970 to 1979..." (referencing the visual timeline).</li> <li>Modify exam questions for dyscalculics, and do not require date or number memorization.</li> <li>For any required number memorization, try a jingle or song to help your dyscalculic learners recall dates or numbers that way.</li> </ul> <p>Additionally:</p> <ul style="list-style-type: none"> <li>The provision of an individual whiteboard will be used to ensure the child is not expected to copy from the sharedwhiteboard.</li> <li>Adults will ensure that questioning is adapted to support the child's understanding.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>Adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper.</li> <li>Numbered points or bullet points will be used rather than large paragraphs of writing/information.</li> <li>Provide a range of ways for the child to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical investigations and observations, matching activities etc. so writing does not interfere with showing knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>Adapted learning to meet the needs of the child.</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>Children will be provided with a large working space with an accessible route into and out of the classroom. Instructions will be written clearly for the child, using different colours for each line.</li> <li>Give opportunity for working in groups to allow children to work to their strengths.</li> <li>Investigations will be altered to allow access and participation.</li> <li>TA/Teacher support will be given where required.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>Adults will discreetly check that the child is wearing their hearing aid if necessary.</li> <li>A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment.</li> <li>Provide written and/or pictorial instructions.</li> <li>Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared.</li> <li>Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson.</li> <li>Children will be provided with key vocabulary specific to history with technical terms explained.</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>Allow time to complete the investigation with opportunity to use the toilet.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information.</li> <li>Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson.</li> <li>Children will be given time to process questions and formulate answers.</li> <li>Word banks will be provided with key vocabulary linked to the history focus of the lesson.</li> <li>Information will be repeated in a variety of ways, using a range of vocabulary.</li> <li>A writing frame will be provided to support</li> </ul>

	writing during independent activities.
<b>Speech, Language and Communication Needs</b>	<ul style="list-style-type: none"> <li>• Children will be given time to process information and to give responses to answers.</li> <li>• Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given.</li> <li>• Long sentences will be broken up into smaller, short sentences that can clearly be interpreted.</li> <li>• Symbols, signs and visual timetables will be used to support communication.</li> <li>• Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence.</li> <li>• Positive responses will be given to any attempts at communicating.</li> <li>• Adults will regularly check the child's understanding throughout the lesson.</li> </ul>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li>• Adults will have understanding of how to individually support the child with tics to ensure they feel safe and respected.</li> <li>• Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable.</li> <li>• Children will be provided with a tick list/structure to completing an activity that supports their attention span and helps with the planning and organisation of the activity.</li> <li>• Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to.</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure.</li> <li>• Children will be provided with a safe and familiar breakout space if they need it throughout the lesson.</li> <li>• Prepare the child regarding noises, mess etc. if the lesson has the potential to trigger them.</li> </ul>

	<ul style="list-style-type: none"> <li>Allow the child to observe rather than participate if needed – in group work, this could be allowing them to scribe, give instructions etc. to be involved in the lesson.</li> </ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"> <li>A thicker/darker pencil will be provided to support the child with reading their own writing.</li> <li>Children will be given enlarge images, pictures and diagrams.</li> <li>If the child needs a typoscope when reading information, this will be accessible whenever necessary.</li> <li>Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible.</li> <li>Pictorial instructions used where necessary.</li> </ul>