

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

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
Communication and Interaction	<ul style="list-style-type: none"> • Good communication including clear speech, eye contact, allowing time to respond and using non-verbal gestures eg thumbs up. • When you are asking questions, use pupils' names to warn them – especially pupils with visual impairments – that they are about to be involved. Sometimes, warning pupils quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently • Keep instructions simple • Check the child understands the task before starting • Increase pupil independence and confidence by using a task management board • Pre teach new vocabulary using visual cues • Scaffold learning so that it is accessible to the child • Share any changes to the organisation of the lesson or classroom with the child • Use visuals to prepare the child for what is coming • Allow time for the child to process new information and instructions with the support of visual cues • Think carefully about any group activities and allow children to work independently if they find the social expectations of group work tricky or difficult • Use a variety of questioning techniques with a particular focus on open ended questions, to elicit understanding or recollection of prior learning • Use pictures and symbols to illustrate abstract, or new concepts to enhance curriculum access for pupils with learning difficulties. <p>History Specific Strategies</p> <ul style="list-style-type: none"> • Plan to teach new history vocabulary explicitly in context. Create a word bank. Recognise that the language of history may be challenging and cause barriers for some pupils, eg: " the specific use in history of an everyday word, eg 'party', 'church', 'state' " the use of history-specific terms, eg 'chronological', 'artefact' " the use of abstract terms, eg 'power', 'belief' . • Use artefacts from different historical periods to support the learning and understanding of new vocabulary or new concepts. • Think-pair-share can be a useful technique for promoting speech in history lessons: " think – give pupils initial time to think and jot down some thoughts " pair – they share their thoughts with a partner " share – they share their ideas with the class. This need only take a few minutes.
Cognition and Learning	<ul style="list-style-type: none"> • Avoid black font on white paper • Use numbered points or bullet points rather than large paragraphs of writing/information • Allow children to use a ruler or their finger to follow writing/text when reading • Highlight important information prior to the lesson • Use pictures, diagrams, clear sub-titles and 'colour coded text' to break up large sections of information • Carefully scaffold learning to suit the child's individual learning needs. • Give instructions clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson • Give children time to process questions and formulate answers • Provide word banks with key vocabulary and images linked to the history focus of the lesson • Repeat information in a variety of ways, using a range of vocabulary • Provide a writing frame to support writing during independent activities • Ideas for visual learners include: summarising ideas in pictures, comparing visual sources from different times, explaining patterns in graphs, using visual timelines, using or presenting information in tables or diagrams, storyboarding text. • ICT can: provide pupils and teachers with access to a wide range of historical source material, help pupils develop historical enquiry skills, and help them to realise the importance of these skills in the study of history, promote collaboration between pupils, which in turn can help to develop historical thinking, and enable teachers to present historical materials in ways most suited to individual and personal needs. Make sure the focus of any activity involving ICT is on developing history skills, and that the mechanics of the ICT do not obstruct this development. <p>History specific Strategies</p> <ul style="list-style-type: none"> • Provide important historical and topic specific vocabulary words and pictures which should be laminated and used as a bookmark.

	<ul style="list-style-type: none"> • Scaffold speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, eg when working with sources pupils could use, for example: – This tells me... – In this picture I can see... – This suggests... – I think it was made/drawn/ written in... because... – Both sources say... – The sources are different in these ways.... " • Stories are very helpful ways of teaching history: " Narrative can help all pupils, including those with learning difficulties, to make sense of events • Pupils may benefit from taking part in card sort type activities, using photographs, audio sources, and pictures which tell a story to show how a historical event unfolded. • Allow a choice of outcomes to meet the same objective so pupils can choose the form that best shows their ability – eg for a piece of work about understanding the causes of the Great Fire of London, pupils might produce/ complete a: labelled map, storyboard, role-play, audio recording/video, electronic presentation, or cloze procedure
<p>Social Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Ensure there are adults available who have a positive, supportive, trusting relationship with the child to support during the lesson • Ensure all adults supporting the child within the classroom have a good understanding of how best to support the child • Consistently implement any rules/expectations • Consider carefully seating arrangements to minimise distractions within the history session • Use visuals to ensure the child is able to communicate that they need to use their 'time out' or 'emotional break.' • Give instructions and key information clearly so the child understands what is being asked of them and how they will achieve the learning goal • Give the necessary preparation prior to the lesson so that they know what to expect within the lesson. Share new vocabulary with the child before the lesson • Share any changes that will be made to the seating plan or organisation of the lesson beforehand • Allow the children to use a 'help card' if they feel that they need support within the classroom • Use WINE and PACE approaches to support the child within the lesson • Carefully check through the content of the lesson to ensure you are considering the child's context and background before the lesson takes place. If necessary, adapt lessons with this information in mind to avoid triggers and to ensure the child feels safe and secure • Provide children with a safe and familiar space if they need it throughout the lesson • Predictable routines allow children to know what to expect and reduces the need for verbal information. <p>History Specific Strategies</p> <ul style="list-style-type: none"> • Emotive auditory sources can be used to engage and motivate all pupils, eg: " Churchill's wartime speeches or the memories of those evacuated in WWII " WWI poetry " distinctive sounds such as sirens for 'take cover' and 'all clear' " songs, such as Billie Holiday's 'Strange Fruit' " spoken interviews, and " radio documentaries.
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Speak clearly and slowly so that children can understand what is being said, what information is being shared and any instructions that are being given • For those with visual impairment provide a thicker/darker pencil to support the child with reading their own writing • Give enlarged images, pictures and diagrams • Ensure resources are in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible • Check personal equipment such as hearing aids prior to starting a lesson • Ensure background noise is minimised and the classroom is a quiet, calm environment • Ask other children to repeat their questions clearly so that the child is aware of any key information being shared • Face the child when talking and ensure children sit closely to the front having clear vision of all aspects of the lesson • Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods: role-play, card sorting and using the interactive whiteboard with pupil involvement.