



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

Individual Need	Here's how we help
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> • All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach. • Any rules/expectations will be consistently implemented. • Seating arrangements will be considered carefully to minimise distractions within the history session. • 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their break out space. • Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning intention. • Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the history session.
<p>Anxiety</p>	<ul style="list-style-type: none"> • 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 and explained with the child. • Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand. • Children will be able to use a 'help card' if they feel that they need support within the classroom.
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. • Learning will be adapted so that it is accessible to the child. • Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals. • Preparation for what is coming will be provided with the use of visuals. • Time will be given for the child to process new information and instructions with the support of visual cues. • Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson. • 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.

<p>Dyscalculia</p>	<ul style="list-style-type: none"> • The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard. • Adults will ensure that questioning is adapted to support the child's understanding.
<p>Dyslexia</p>	<ul style="list-style-type: none"> • 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. • Numbered points or bullet points will be used rather than large paragraphs of writing/information. • Children will be able to use a ruler or their finger to follow writing/text when reading. • Text boxes or borders will be used to highlight important information. • The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections of information. • Text to speech technology will be used if necessary.
<p>Dyspraxia</p>	<ul style="list-style-type: none"> • 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. • Visual timelines of the lesson will be provided with a tick list of activities/expectations so that the child is aware of how to reach the learning goal.
<p>Hearing Impairment</p>	<ul style="list-style-type: none"> • Time will be provided for the child to: move around the room, complete tasks within the lesson, process information and pack up and leave the session early if needed. • Adults will discretely check that the child is wearing their hearing aid. • 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. • Background noise will be minimised and the classroom will be a quiet, calm environment. • Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared. • Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson. • Children will be provided with key vocabulary specific to history with technical terms explained.
<p>Toileting Issues</p>	<ul style="list-style-type: none"> • Children will be able to leave the classroom whenever necessary. • Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible.

<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> • Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information. • 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. • Children will be given time to process questions and formulate answers. • Word banks will be provided with key vocabulary linked to the history focus of the lesson. • Information will be repeated in a variety of ways, using a range of vocabulary. • A writing frame will be provided to support writing during independent activities.
<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> • Children will be given time to process information and to give responses to answers. • 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. • Long sentences will be broken up into smaller, short sentences that can clearly be interpreted. • Symbols, signs and visual timetables will be used to support communication. • Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence. • Positive responses will be given to any attempts at communicating. • Adults will regularly check the child's understanding throughout the lesson.
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Adults will understand how to individually support the child with tics to ensure they feel safe and respected. • Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable. • 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. • Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to.
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • The PACE approach will be used by all adults supporting the child within the lesson. • 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. • Children will be provided with a safe and familiar break out space if they need it throughout the lesson. • The use of a 'help card' will be available.

	<ul style="list-style-type: none">• Adults supporting the child will have good understanding of how best to support the child with their emotions.
Visual Impairment	<ul style="list-style-type: none">• A thicker/darker pencil will be provided to support the child with reading their own writing.• Children will be given enlarged images, pictures and diagrams.• If the child needs a typoscope when reading information, this will be accessible whenever necessary.• Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible.