

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



Individual Need	How we help...
<b>ADHD</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 a non-confrontational approach.</li> <li>• Any rules/expectations will be consistently implemented.</li> <li>• Seating arrangements will be considered carefully to minimise distractions within the History session.</li> <li>• ‘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.</li> <li>• 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.</li> <li>• Children will be given the correct preparation before the History lesson so they know what will be happening and what to expect.</li> </ul>
<b>ASD</b>	<ul style="list-style-type: none"> <li>• Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson.</li> <li>• Learning will be adapted so that it is accessible to the child.</li> <li>• 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.</li> <li>• Preparation for what is coming will be provided with the use of visuals.</li> <li>• Time will be given for the child to process new information and instructions with the support of visual cues.</li> <li>• Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson.</li> <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>DCD/ Physical Impairment</b>	<ul style="list-style-type: none"> <li>• Children will be provided with a larger working space with an accessible route into and out of the classroom.</li> <li>• Instructions will be written clearly for the child, using different colours for each line – if required.</li> <li>• 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 WALT.</li> </ul>
<b>Hearing &amp; Visual Impairment</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Adults will discretely check that the child is wearing their hearing aid.</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>• Background noise will be minimised and the classroom will be a quiet, calm environment.</li> <li>• Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared.</li> </ul>

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	<ul style="list-style-type: none"> <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> <li>• A thicker/darker pencil will be provided to support the child with reading their own writing.</li> <li>• Children will be given enlarged 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> </ul>
<b>Cognition and Learning Needs</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 may be provided to support writing during independent activities.</li> </ul>
<b>Dyslexia/ Dyscalculia</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. Slides will use a pastel background with a darker (non-black) font (such as navy).</li> <li>• Numbered points or bullet points will be used rather than large paragraphs of writing/information.</li> <li>• Children will be able to use a ruler or their finger to follow writing/text when reading.</li> <li>• Text boxes or borders will be used to highlight important information.</li> <li>• The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections of information.</li> <li>• Text to speech technology will be used if necessary.</li> <li>• The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard.</li> <li>• Adults will ensure that questioning is adapted to support the child's understanding.</li> </ul>
<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> </ul>

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	<ul style="list-style-type: none"> <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>
<p><b>Gifted and Talented</b></p>	<ul style="list-style-type: none"> <li>• Time will be given for considered and in depth responses.</li> <li>• Reflection frames may be provided to prompt further thinking.</li> <li>• Mixed ability groupings may be used with G and T pupils being given a specific role in the group – facilitator or scribe or speaker.</li> </ul>