

How we support children with special educational needs or disabilities in History

Our vision for history

Inclusion lies at the heart of the school's values. In history, teachers work hard to ensure all children feel involved in history lessons, are fully included in the learning and feel well supported so that they develop positive attitudes towards history and make good progress.

How we adapt our teaching in history for children with special educational needs

Children with special educational needs or disabilities are generally taught alongside other children but lessons are adapted so that all children in the class can learn and make progress. We do this in a range of ways; however the school's approach is that, where appropriate, all children within a class are on the same journey, with some needing additional challenge whilst others may require additional support.

In history, every class teacher plans, monitors and provides support for pupils within their class including children with special educational needs. Unless a child is working on a different curriculum, all children share the same learning objective. However for some children this will only be achievable with additional support. Examples of approaches that may be adopted in history include:

- Using writing frames, sentence starters to help children structure their writing.
- Providing word banks with subject vocabulary to support children's writing.
- Using a worksheet where an adult has provided a scaffold to enable a child to get started more quickly on the important learning.
- Using visuals to assist pupils' understanding of concepts, for example 'Widget'.
- Using specialist resources e.g. timelines, time frames, images and flow-charts.
- Giving a child additional time, with movement breaks if necessary.
- Sharing exemplars of the expected outcomes.
- Providing children with key subject specific vocabulary and dates before the start of a topic.
- Pre-teaching a concept designed to build confidence and support engagement within a lesson.
- Overlearning of time-related vocabulary, and understanding of the past.
- Consider using seating plans or carpet spaces.
- Creating specialist workstations within the classroom or in quieter spaces within the school..
- Ensuring children are given extra opportunity for speaking and listening to engrain knowledge of historical concepts and events.
- Using appropriate pairings or grouping, allowing children to be supported by their peers.
- Recording work in different ways, for example as a verbal explanation rather than a written one or through photographs taken on a tablet.
- Differentiated questioning with well-pitched questions to match a child's level of development or understanding.
- One-to-one or group support by the class teacher, a member of the education support team or a classroom volunteer.
- Providing all adults with a class profile to ensure the additional needs of all children are known and understood.

To support this approach, all class teachers are able to access support from more-experienced teachers or the Special Educational Needs Coordinator (SENCo) to help them provide support for children with special educational needs.

Class Assemblies

Many of our history-based topic units include a performance by the class to their parents and the wider school. This is an effective, immersive way for all children to understand and remember narrative histories. It may be particularly beneficial for children with special educational needs, as acting and retelling provide an additional layer of learning support to taught and written or read material.

How we include children/young people in activities and school trips

Any trips or outings planned to enrich learning in history always include children with special educational needs and/or disabilities. Reasonable adjustment is always made in order to include children with special educational needs. We use part of the school's budget to ensure appropriate support is provided.