Support for Pupils with SEND in History in DFPS

Sound and light issues:

- Interactive whiteboards are non-reflective to reduce glare.

Seating:

- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Avoid the need for copying lots of information from the board; print for pupils with SEND.

Resources:

- Storage systems are predictable.
- Resources are accessible e.g. within read
- Resources are labelled clearly to encourage independent use e.g. using image, colour coding, large print, symbols, Braille, as appropriate.

Displays:

- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.
- Be aware of potentially distracting elements of wall displays.

Working with additional adults

Plan:

- Pre-tutoring of important history vocabulary, concepts and/or processes.
- To 'scaffold' speaking or writing e.g. using sentence starters.
- Modelling connectives to help prompt elaboration e.g. 'and so' to help pupils link information etc.

Low-arousal areas

- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Multi-sensory approaches

Ideas for visual learners include:

- Summarising ideas in pictures
- Modifying visual sources to show changes
- Comparing visual sources from different times
- Explaining patterns in graphs
- Using visual timelines
- Using or presenting information in tables or diagrams, rather than unbroken text
- Storyboarding text
- Demonstrations of text and historical concepts e.g. illustrating the reason for the large number of causalities at the Somme
- Auditory methods who find text-based work difficult.
- Written sources converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils,
- 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 of time: role-play, card sorting, modelling structures, using interactive whiteboard with pupil involvement
- Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times

Teachers' communication

- Recognise that the language of history may be challenging and cause barriers for some pupils e.g. the specific use in history of an everyday word e.g. church.
- Plan to teach new history vocabulary explicitly in context to extend proficiency in technical language.

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT

- ICT can be used to help pupils of all ages develop the knowledge and skills that history demands. It provides them with opportunities to: select and reproduce sources in a range of media; contextualise and interpret sources, reconstruct and simulate historical events, construct narratives, identify patterns in large qualities of data and develop, organise and communicate historical thinking.
- Use ICT to provide pupils and teachers with access to a wide range of historical source material which can be analysed in detail using readily available ICT tools.
- 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.
- Supporting pupils using ICT with effective teacher intervention e.g. using word processors, using spreadsheets, using the internet, using computer simulations, using interactive whiteboard.
- Explore recommended websites online, e.g. those for museums, to support and/or supplement other modes of research. Software, such as Widgit's Communicate.
- Digital stills or video cameras can capture the stages of an activity, the final outcomes and/or the sights of a visit for later reference.

Unfamiliar learning environments

- Make sure pupils are well prepared for visits or changes to usual lessons. Preparation can include photographs, videos, artefacts, so pupils are not worried about unfamiliar situations.

Managing group work and discussion

- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.