



## History

# How we adapt the curriculum and learning environment for children & young people with SEN

Children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. However, children's needs are frequently reassessed in order to ensure that the provision is suitable and supports every child's development.

Our SENCO, working alongside class teachers, oversees all SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme. Alongside Quality First Teaching, there may be a Learning Support Assistant (LSA) working with children, either individually or as part of a group. This means that children may be taken out of the classroom for these sessions, but they will continue to work on the same areas as the rest of the children in their class which ensures that they can go back into the classroom with a smooth transition. The regularity of these sessions will be explained to parents and carers when the support starts and outlined on a SEND pupil passport.

To successfully match pupil ability to the curriculum and learning environment there are some actions and adaptations we may take to achieve this:

- Ensure that all children have access to the school curriculum and all school activities.
- Help all children achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching in a way that is more appropriate to their needs.
- Children gain in confidence and improve their self-esteem.
- Work in partnership with parents, carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities.

- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

**The provision for children with SEN across the four Broad Areas Of Need may include some of the following interventions (please note this is not an exhaustive list) ;**

**Communication and interaction** – Access to regular speech and language intervention as directed by SALT, Lego Therapy,

**Cognition and learning** – Toe by Toe, Beat Dyslexia

**Social, Emotional and Health Difficulties** – Social skills sessions, Time to Talk, 5 Point Scale, colour monster.

**Sensory and/or Physical Difficulties** – Teodorescu, Sensory Circuits, sensory bags

Children that are receiving additional support and intervention programmes may have a Pupil Passport. Parents are invited into school to review and discuss support and progress with staff every term.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School Policies section of our website.

**How are the Governors involved and what is their responsibility?**

Governors are kept up to date on the progress of SEN children. Individual children are not named in this instance and confidentiality is maintained at all times. One of the Governors is responsible for SEN and they liaise with the Head Teacher and SENCO, they also discuss the funding arrangements of staff and resources for SEND children. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

## How we adapt the curriculum and learning environment for children & young people with SEN in English.

Need	How the need may present	Proposed Adaptations
<b>Communication and interaction</b>	<ul style="list-style-type: none"> <li>• May have difficulty ignoring distractions.</li> <li>• Need reminders to keep attention.</li> <li>• May need regular prompts to stay on task.</li> <li>• May need individualised motivation in order to complete tasks.</li> <li>• Difficulty attending in whole class.</li> <li>• Interaction will not always be appropriate.</li> <li>• May have peer relationship difficulties.</li> <li>• May not be able to initiate or maintain a conversation.</li> </ul> <p><b>Understanding Receptive Language:</b></p> <ul style="list-style-type: none"> <li>• May need visual support to understand or process spoken language.</li> <li>• May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic</li> </ul>	<ul style="list-style-type: none"> <li>• Staff model correct use of language by subtle repetition.</li> <li>• Children are given more opportunities to share their ideas with others – ‘show and tell’, initially small groups moving onto larger groups and then the whole class.</li> <li>• Pre-taught new vocabulary</li> <li>• Targeted use of drama</li> </ul> <p><b>How we provide support and intervention for those with identified needs</b></p> <ul style="list-style-type: none"> <li>• Attention/interaction skills: May have difficulty ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</li> <li>• Understanding Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding</li> <li>• Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas/conversations</li> </ul>

	<p>language needs to be used to aid their understanding</p> <p><b>Speech/Expressive Language:</b></p> <ul style="list-style-type: none"> <li>• May use simplified language and limited vocabulary.</li> <li>• Ideas/conversations may be difficult to follow, with the need to request frequent clarification.</li> <li>• Some immaturities in the speech sound system.</li> <li>• Grammar/phonological awareness still fairly poor and therefore their literacy could be affected.</li> </ul>	<p>may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy could be affected.</p> <ul style="list-style-type: none"> <li>• Staff model correct use of language by subtle repetition</li> <li>• Children are given more opportunities to share their ideas with others – ‘show and tell’, initially small groups moving onto larger groups and then the whole class.</li> <li>• Pre-taught new vocabulary</li> <li>• Targeted use of drama</li> <li>• Follow specific recommendations from specialist agencies.</li> <li>• Use of buddy system</li> <li>• Refer children to the speech and language service for support and advice.</li> <li>• Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups.</li> <li>• Regular feedback to parents/carers giving suggestions of how they can help their children at home.</li> <li>• Visual timetables</li> <li>• Scaffolding within lessons</li> <li>• Talk partners</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Language memory and reading skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Provide pre-teaching opportunities</li> <li>• Specific interventions to aid children to develop the skills that they require to be able to access the curriculum.</li> <li>• Provide adaptations to the curriculum or style of teaching to cater for individual needs eg giving clear, precise and direct instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</b></p>	<ul style="list-style-type: none"> <li>• Prompt sheets/cards</li> <li>• Extra time to complete tasks and tests</li> <li>• Simple verbal/written instructions</li> <li>• Tasks given in small steps/amount of work at a time</li> <li>• Use of mind maps to organise thoughts and ideas</li> <li>• Providing support from the teacher or the LSAs in small groups or on an individual basis, within the classroom</li> </ul> <p><b>How we provide support and intervention for those with identified needs</b></p> <ul style="list-style-type: none"> <li>• Access and liaison with OT/Physiotherapist</li> <li>• Follow advice from outside agencies</li> <li>• Purchase of resources to support children when appropriate.</li> <li>• A place for time out-Calming Corner</li> <li>• Daily Readers</li> <li>• Overlays/ coloured paper</li> <li>• Touch typing activities such as BBC Dance Mat</li> <li>• Regular feedback to parents/carers giving them suggestions of how they can help their child at home.</li> <li>• Scaffolding within lessons</li> <li>• Pre teaching interventions</li> <li>• Word banks and word mats</li> <li>• Focus on vocabulary</li> <li>• Use of spelling interventions</li> <li>• Use of subject specific equipment</li> <li>• Oracy focus</li> <li>• Visual timetable</li> </ul>
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## Social, Emotional and Mental Health

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

- Providing support – having a designated adult to work with the pupil
- Having a calm area where the child can have ‘time out’.
- Children are encouraged to work with others within a small group with the support of an adult
- Children are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers.
- Consistent routines/boundaries and expectations of behaviour
- Being sensitive to the needs of individual children, taking into account their personal circumstances.
- Being sensitive to any resources being used.

### **How we provide support and intervention for those with identified needs**

- A place for time out- Calming Corner
- Small group ‘Circle Time’
- Home School Behaviour Books
- Refer to outside agencies as appropriate eg bereavement counselling, CAMHs
- Advice followed from other agencies
- Extra visits to Secondary Schools
- Supporting families with multiagency involvement
- During unstructured times support staff and supervisors made aware of the needs of specific children.
- Carefully planned seating arrangements both in and out of school

		<ul style="list-style-type: none"> <li>• Calm learning environment</li> <li>• Sensory items when required</li> <li>• Brain and active breaks</li> <li>• Whole school awareness days</li> <li>• Daily mindfulness sessions</li> <li>• Parent information- inclusion</li> </ul>
<b>Sensory, medical, physical</b>	<ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross/fine motor skills</li> <li>• Visual/hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building or equipment</li> <li>• Over sensitivity to noise/smells/light/touch/taste.</li> <li>• Toileting/self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Children are provided with suitable equipment on advice from outside agencies eg pencil grips, writing slopes, stress balls etc</li> <li>• Ensure tables and chairs are the correct size for the children</li> <li>• PE sessions with LSA support if appropriate</li> <li>• Ensure the environment is free from clutter and is tidy and organised</li> </ul> <p><b>How we provide support and intervention for those with identified needs</b></p> <ul style="list-style-type: none"> <li>• A place for time out- Calming Corner</li> <li>• Access and liaison with OT/ Physiotherapist</li> <li>• Referral to outside agency</li> <li>• Pre-writing skills eg tweezers, peg boards</li> <li>• Use of specialised equipment in the classroom as suggested by outside agencies</li> <li>• School is all one level with ramps to get inside</li> <li>• Carefully planned seating arrangements</li> <li>• Use of IT on recommendation from outside agencies</li> </ul>

		<ul style="list-style-type: none"> <li>• Think about adaptations such as accessibility to vision and sound</li> </ul>
<b>Subject specific</b>	<p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>Ideas for visual learners include:</p> <ul style="list-style-type: none"> <li>• summarising ideas in pictures</li> <li>• modifying visual sources to show changes</li> <li>• comparing visual sources from different times</li> <li>• explaining patterns in graphs</li> <li>• using visual timelines</li> <li>• using or presenting information in tables or diagrams, rather than unbroken text</li> <li>• storyboarding text,</li> </ul> <p>demonstrations – eg illustrating the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing rate of a bolt-action rifle.</p> <p>Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for pupils with an SEN who find text-based work difficult.</p> <p>In this case, written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils, eg:</p> <ul style="list-style-type: none"> <li>• Churchill's wartime speeches or the memories of those evacuated in WWII</li> <li>• WWI poetry</li> <li>• distinctive sounds such as sirens for 'take cover' and 'all clear'</li> <li>• songs, such as Billie Holiday's 'Strange Fruit'</li> </ul>	



- spoken interviews,
- radio documentaries.

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
- modelling structures – eg pupils with role cards with different characters negotiate themselves into a line showing social order, and " using the 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.

The pre-tutoring of important history vocabulary, concepts and/or processes, where appropriate.

To '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....

Modelling connectives to help prompt elaboration, eg 'and so' to help pupils link information, 'because' to encourage pupils to give reasons, and 'consequently' to prompt pupils to think of the results of actions.

Recognise that the language of history may be challenging and cause barriers for some pupils,

Plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary.

Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words. A range of different open-ended questions is needed in history teaching, eg to elicit causation, understanding, empathy, judgement etc.

Careful planning can help pupils with learning difficulties to develop higherlevel reasoning, eg by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content.

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.

Use mind maps and other visual devices to help pupils see patterns and relationships.

Revisiting a mind map of the same area of learning, say after three weeks of studying a history topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.

Use motivational initial stimuli to engage pupils in a history activity, eg mysteries, storytelling, visual puzzles.

Support language learning by allowing adequate time afterwards for feedback and discussion.

Narrative can help all pupils, including those with learning difficulties, to make sense of events (see Harris and Luff for more detail on the use of narrative). Confident use of 'because' or 'cos' by a pupil appears at around P8 of the P scales (see page 28).

Pupils working around this level benefit from taking part in, for instance, card sort type activities, using photographs, audio sources, and pictures which tell a story to show how a historical event unfolded. Pupils can tell and retell the story, and in doing so develop an understanding of change, causation, continuity, similarity, and difference etc.

Stories can bring the past to life. Encourage story writing to promote empathy with people in the past and to encourage the discussion of interpretations or sources.

Use a chart that shows the 'big picture' to help pupils make links between lessons, eg a chart showing the big question, and how each lesson is related to the question.

Simple audio records can be used instead of written notes during visits or field trips.

	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 homework about understanding the causes of the Great Fire of London
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