

## **Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching**

“History fires pupils’ curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.”

“History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.” National Curriculum, QCA, 2009

History lessons involve a lot of abstract thought and pupils consider complex ideas. A lot of reading and writing is often required in history lessons. To include pupils with SEN and/or disabilities teachers should consider what makes a topic difficult for certain pupils. It might be, for example, the level of contextual knowledge, the concepts, or the language used. They should then identify what pupils should be able to draw on from previous work, and the new things that need to be introduced to pupils, before identifying a series of questions and tasks that will make them accessible.

Recent legislation and guidance make clear that all the teaching staff in a school are responsible for the provision for pupils with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school’s procedures for identifying, assessing and making provision for pupils with SEN and/or disabilities. Staff should help pupils with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life. The Disability Discrimination Act (DDA) has substantial implications for everyone involved in planning and teaching the curriculum.

Schools have specific duties under the DDA to:

" make reasonable adjustments to their policies and practice to prevent discrimination against disabled pupils " increase access for disabled pupils, including access to the curriculum, through accessibility planning, and " promote disability equality and have a disability equality scheme showing how they will do so.

These duties are important and significant. They require schools to: " take a proactive, systematic and comprehensive approach to promoting disability equality and eliminating discrimination, and " build disability equality considerations in from the start at every level of activity, including developing and delivering the curriculum and classroom practice.

“Schools have a responsibility to provide a broad and balanced curriculum for all pupils.” National Curriculum, QCA, 2008 This is more than just giving pupils ‘access to the curriculum’. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils.

The statutory ‘inclusion statement’ in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to: " set suitable learning challenges " respond to pupils’ diverse learning needs, and " overcome potential barriers to learning and assessment for particular individuals and groups of pupils. These principles allow you to: " choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or " modify the curriculum to remove barriers so all pupils meet the same objectives

Subject: History

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

**The following will be employed alongside and in addition to the needs and strategies:**

### Cognition and Learning

- 1) Identifying key vocabulary / concepts and ensuring this is clearly explained and used
- 2) Breaking down instructions and information carrying words using visual prompts to refer back to
- 3) Checking understanding using whole class feedback

### Communication and Interaction

- 1) Modelling correct use of key vocabulary
- 2) Allow opportunities for non-verbal communication
- 3) Ensure clarity of instructions and repetition to embed / reinforce instructions

### Social, Emotional & Mental Health

- 1) Chance to think, pair, share, reflect and discuss with class
- 2) Everybody's input is valued, and different viewpoints are appreciated
- 3) Begin by revisiting prior learning to allow children to feel secure and improve knowledge retrieval.

### Sensory and Physical

- 1) Artefacts, use of non-written information and evidence to support understanding
- 2) Careful positioning within the classroom with consideration of specific needs including flexible, purposeful grouping
- 3) Activities chunked and carefully planned to avoid sensory overload.

## Removing barriers to the primary history curriculum for pupils with SEN and/or disabilities

### Teaching and learning

To make history lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in our planning we consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, we may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using specialist software to enable pupils to simplify complex language and imagery on websites. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Maintaining an inclusive learning environment	History
<p><b>Sound and light issues</b> For example:</p> <ul style="list-style-type: none"> <li>background noise and reverberation are reduced</li> <li>sound field system is used, if appropriate</li> <li>glare is reduced</li> <li>there is enough light for written work</li> <li>teacher's face can be seen – avoid standing in front of light sources, eg windows</li> <li>pupils use hearing and low vision aids, where necessary, and</li> <li>video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.</li> </ul>	<p><b>Sound and light issues</b> Interactive whiteboards are non-reflective to reduce glare.</p>
<p><b>Seating</b> Pupils' seating and the main board position are planned for the shape of the room. Pupils can see and hear clearly, as necessary:</p> <ul style="list-style-type: none"> <li>the teacher</li> <li>each other, and</li> <li>the board/TV/screens.</li> </ul> <p>Seating allows for peer or adult support. There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.</p>	<p><b>Seating</b> Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information from the board. For example, notes on interactive whiteboards can be printed off for all pupils.</p>

Maintaining an inclusive learning environment	History
<p><b>Resources</b> Storage systems are predictable. Resources are:</p> <ul style="list-style-type: none"> <li>accessible, eg within reach, and</li> <li>labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.</li> </ul>	<p><b>Resources</b></p>
<p><b>Displays</b> Displays are:</p> <ul style="list-style-type: none"> <li>accessible, within reach, visual, tactile</li> <li>informative, and</li> <li>engaging.</li> </ul> <p>Be aware of potentially distracting elements of wall displays.</p>	<p><b>Displays</b></p>
<p><b>Low-arousal areas</b> A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/resources to minimise distraction.</p>	<p><b>Low-arousal areas</b></p>
<p><b>Health and safety</b> Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked. There is room for pupils with mobility difficulties to leave the site of an accident. Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.</p>	<p><b>Health and safety</b></p>
<p><b>Unfamiliar learning environments</b> Pupils are prepared adequately for visits.</p>	<p><b>Unfamiliar learning environments</b> 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>

**Multi-sensory approaches, including ICT**

**History**

**Multi-sensory approaches**

Pupils' preferred learning styles are identified and built on:

- when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video
- for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and
- to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.

**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, and
- 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.

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.

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:

- Churchill's wartime speeches or the memories of those evacuated in WWII
- WWI poetry
- distinctive sounds such as sirens for 'take cover' and 'all clear'
- songs, such as Billie Holiday's 'Strange Fruit'
- spoken interviews, and
- radio documentaries.

**Multi-sensory approaches continued**

**Multi-sensory approaches continued**

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. Examples of using symbols can be found in Harris and Luff.

**ICT**

ICT is used to support teaching and learning.

Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate, eg:

- keyboard shortcuts instead of a mouse
- sticky keys
- a foot-controlled mouse, a head-controlled mouse or a wireless mouse
- screen filters to cut down glare
- increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations)
- clear font type (normally sans serif, such as Arial or Comic Sans)
- appropriate contrast between background and text, and/or
- a talking word processor to read out text.

Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.

Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.

**ICT**

ICT<sup>1</sup> 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 quantities of data, and
- develop, organise and communicate historical thinking.

ICT can:

- 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.

However, remember that sometimes ICT can add an extra barrier to learning, because it can be too complex, or pupils can be distracted by all the different possibilities of adding graphics, sound, animation etc.

**ICT continued**

Teachers can maximise the impact of using ICT in history by:

- Supporting pupils using ICT with effective teacher intervention, eg:
  - using word processors to structure written work, cut and paste material into cause and effect tables, use bold, underlining or highlighting to identify fact and opinion, or make revisions easily
  - using spreadsheets and databases to handle large quantities of information so that patterns can be identified
  - using the internet to find sources and explore their accuracy, validity and reliability
  - using computer simulations to allow pupils to make decisions in a historical context and explore the results – software, such as KarZouche, allows pupils to create, think through and explore scenarios, and
  - using the interactive whiteboard to include pupils in whole-class activities – pupils with mobility difficulties can contribute using tablets or other electronic devices.
- Making sure the focus of any history activity involving ICT is on developing history skills, and that the mechanics of the ICT do not obstruct this development.