

Potential barriers and possible strategies to overcome these for learners with SEND in History

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>History anxiety – anxiety towards concepts such as war and conflict. History can be graphic and brutal in places.</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Possible barriers to learning in History	<p>Difficulty in committing facts and information into long term memory</p> <p>Difficulty in understanding large scale number and periods of time (chronology)</p> <p>Difficulty in making links and seeing overlaps between periods and civilisations (chronology).</p> <p>Weak writers – limited ability to show knowledge through written form</p>	<p>Problems with language and words especially as there can be many subject specific (Tier 3) words in History</p> <p>Inability to verbalise facts</p> <p>Inability to explain their knowledge of facts in necessary detail making links to previous learning and thus struggling to show a secure (in-depth) knowledge</p> <p>May struggle to record learning – especially through presentations or verbal answers</p> <p>Difficulty in understanding chronology, number and their</p>	<p>Difficulty in working with others as part of a group.</p> <p>Use of mental recall tasks (5 minutes of the lesson maximum so has to be time constrained)</p> <p>Anxiety related to speaking in front of others or on camera to the Class I-Pad</p> <p>Anxiety about getting the answer wrong (historical facts are facts and are either right or wrong)</p> <p>Mental block and barriers due to thinking about the brutal aspect of history – especially linked to key concept of war & conflict.</p>	<p>Physical disabilities would limit a child's ability to engage in drama and presentation tasks</p> <p>Visual impairments would hinder ability to see and interpret small timelines which are scaled (due to the vast amount of time passed in our world – especially KS2 where children learn about the Stone Age and Windrush in the 1960's we cannot make these timelines any larger than A3 size without investment)</p> <p>Hearing impairments would limit pupil's ability to hear teacher speaking</p>

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		<p>ability to talk about time periods and civilisations.</p> <p>Difficulty in working with others as part of a group team in drama or presentation tasks.</p>		
<p>Suggested strategies and support</p>	<p>Weekly memory recall activities – differentiated to meet the needs of the children.</p> <p>Guided group discussion during memory recall task (fewer number of questions than core group of children).</p> <p>Visual timelines on all classroom displays (A3 size) for children to refer to. This allows them to visually see the crossover of civilisations and periods. It also supports their understanding of time and chronology.</p> <p>Greater focus on the delivery of knowledge and learning thus giving a greater chance of facts being committed to long term memory.</p> <p>Less focus on evidence in books for the sake of 'getting something in</p>	<p>Small steps instructions given to support children with understanding their task.</p> <p>Scaffolded support such as sentence stems for verbal tasks and presentations</p> <p>Delivering instructions one by one</p> <p>Frequent use and referral to key vocabulary and definitions on Knowledge Organiser (start each lesson with recall of these key vocabulary and definitions.</p> <p>Visual timelines on all classroom displays (A3 size) for children to refer to. This allows them to visually see the crossover of civilisations and periods. It also supports their understanding of time and chronology.</p> <p>Use of WIDGITT sheets with key vocabulary on it</p>	<p>Flexible pairings and groupings to allow some peer support and peer learning</p> <p>Some smaller groupings for certain children with social anxieties</p> <p>Delivering instructions one by one</p> <p>Visual scaffolds of procedures provided</p> <p>Use of sentence stems to support children's verbal answers.</p> <p>Chance to verbally speak to a teacher 1:1 for the teacher to write down a verbal answer. Child then reads this aloud to class so they can solely focus on reading what they have already said</p> <p>Use of multiple choice answers to circle to then read out loud</p> <p>Possible removal of a child for lessons that touch on the more</p>	<p>Possibly look into printing timelines on a larger scale – A2 or A1 (externally paid for)</p> <p>Use of different coloured paper or backgrounds for presentations to help children with visual impairments</p> <p>Hearing impairments instructions given 1 by 1 and instructions listed on paper (numbered) for child to read.</p> <p>Consider seating in the classroom for children with hearing impairment especially if the pupil has a 'weaker' ear</p> <p>Booking out the hall or larger spaces (such as playground – Ws from adult) for children with physical disabilities so they have the space to get involved in drama activities</p>

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	<p>books' especially with regards to written tasks.</p> <p>Differentiated tasks from core group for book evidence that supports children's needs.</p> <p>Less written tasks in books for evidence and more scaffolded tasks such as multiple choice, matching statements to correct partner and filling in missing blanks.</p> <p>Targeted support from teacher when possible.</p> <p>Use of other ways to show evidence - drama, verbal answers and presentations all recorded on I-Pads.</p>		<p>brutal elements of history that cannot be changed</p> <p>Use of WIDGITT sheets with key vocabulary on it</p>	<p>Other jobs such as a 'director' during drama tasks for children with physical disabilities</p>
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