



SEND Ambition and Access in History

AMBITION

What are we aiming for children with SEND to achieve in History?

We are ambitious about what our children with SEND can achieve. We take into consideration their barriers to learning but do not let these limit their opportunities. For example, just because they may find reading difficult doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or identify the consequences of a specific event in history. Ensuring that students with SEND have access to History is essential for their holistic development and inclusion. Learning in History provides valuable opportunities to develop critical thinking, analytical skills, and a sense of their cultural heritage.

ACCESS

What amendments are made to help children with SEND achieve in History?

Ensuring that pupils with Special Educational Needs and Disabilities (SEND) have access to History is essential for their holistic development and inclusion. Here are strategies and considerations for providing effective SEND support in History:

Personal Learning Plans

Develop Learning Plans for pupils with SEND to access History. These plans should outline clear, measurable goals and strategies to help pupils engage in History activities and achieve learning outcomes.

Differentiate Instructions

Tailor History instruction to accommodate diverse learning styles, abilities, and communication methods.
Offer a variety of teaching strategies, including visual aids, hands-on activities, storytelling, and multimedia resources, to engage pupils.
Ensure historical materials, including texts, videos, and primary sources, match students' reading levels, cognitive abilities, and interests

Visual and Multisensory Materials

Provision of visual and multisensory aids, including timelines, maps, and historical images to support students' understanding of historical events and concepts.
Make good use of hands-on artefacts, to engage students and make history more tangible.

Accessible Materials and Resources

Storytelling and narratives to make historical events more accessible and engaging for students with SEND, encouraging them to connect emotionally with historical figures and events.

Use of age-appropriate historical fiction or biographies to bring history to life.

Exploration of the use of assistive technology tools, such as audio recordings, screen readers, or multimedia resources, to support students in accessing historical content.

Adaptive Technology

Make sure pupils have access to any necessary assistive technology devices or resources. Ensure that materials and resources, including textbooks, reading materials, and visual aids, are available in accessible formats, such as large print, braille, or digital, to meet the needs of pupils with visual impairments or other disabilities.

Inclusive Classroom Environment

Foster an inclusive classroom environment where students with SEND feel valued and included in all discussions and activities.

Promote respectful discussions and encourage pupils to share their perspectives and experiences.

Consideration of the provision of small group or one-on-one history instruction for students with more intensive challenges to learning. This personalised approach allows for appropriate targeted support and focused attention.

Sensory Considerations

Be mindful of sensory sensitivities or challenges that some pupils with SEND may have.

Create a comfortable and non-disruptive learning environment that minimizes sensory distractions.

Flexible Assessment

Modify assessment methods to accommodate the unique abilities and challenges of each pupil with SEND.

Allow for alternative ways of demonstrating understanding, such as oral presentations, creative projects, or multimedia presentations.

Collaboration and Communication

Collaborate closely with special education professionals, parents, and caregivers to understand the unique needs of pupils with SEND.

Maintain open and regular communication to discuss progress, goals, and strategies.

Peer Support

Encourage peer support and mentorship among pupils.

Pair SEND children to a partner who can provide assistance, support, and friendship during History tasks.

Teacher CPD

Provide teachers with training and professional development on inclusive teaching practices and strategies for supporting pupils with SEND.