



## Including pupils with SEND in History

- **Sound and light issues**
- Interactive whiteboards are non-reflective to reduce glare.
- **Seating**
- 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. For example, notes on interactive whiteboards can be printed off for all pupils.
- **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 – e.g. 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**

- Pupils may enjoy creating ‘story maps’ (a story to go with a map, or vice versa) to bring an area to life and link geography with literacy (see [www.readwritethink.org](http://www.readwritethink.org))
- Use photographs and audio descriptions to describe patterns, processes and key features " pupils can create a ‘wordscape’ of an area by writing (or having someone scribing for them) on a photograph or sketch of an area, adjectives or nouns to show its chief characteristics
- Resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available if appropriate (see [www2.glos.ac.uk/gdn/disabil/blind/ch9\\_4.htm](http://www2.glos.ac.uk/gdn/disabil/blind/ch9_4.htm))
- Audio descriptions of material can be helpful for pupils with visual difficulties
- Use mind maps to help pupils see patterns and relationships.

- **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 quantities of data
  - Develop, organise and communicate historical thinking. 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.

- **Planning support**

- The pre-tutoring of important history vocabulary, concepts and/or processes, where appropriate.
- To ‘scaffold’ speaking or writing, e.g. 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, e.g. 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, e.g. '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.
- **Developing responsibility**
- Use collaborative tools like blogs, wikis and podcasts to enable pupils to make a positive contribution.
- **Teachers' communication**
- Recognise that the language of history may be challenging and cause barriers for some pupils, eg: the specific use in history of an everyday word, e.g. 'party', 'church', 'state'
- The use of history-specific terms, e.g. 'chronological', 'artefact' " the use of abstract terms, e.g. 'power', 'belief'.
- 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, e.g. to elicit causation, understanding, empathy, judgement etc.
- Careful planning can help pupils with learning difficulties to develop higher level reasoning, e.g. 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.
- **Pupils' communication**
- Asking questions and expecting an immediate response often results in silence. Think-pair-share can be a useful technique for promoting speech in history lessons.
- **Understanding the aims of the lesson**
- Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in history. This could include symbols, images or objects to make it more accessible.
- **Recapping**
- Invite pupils to reformulate concepts in their own words to check their understanding – eg asking pupils how they would explain it to another person, using cartoons.

- **Reducing reliance on memory**

- Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record.
- Simple audio recorders can be used instead of written notes during visits or field trips.

- **Consolidating learning**

- Invite pupils to comment on a key issue, reformulating it to check understanding. For example, in a lesson on images of conflict, discuss how you would explain the issue in a step-by-step manner to another person using alternative forms of communication – eg by using drawings, paintings, role-play, possibly accompanied by carefully chosen audio effects and music.