



Supporting Learners with SEND in Humanities

Maintaining an inclusive learning environment

(See also Supporting Learners in Writing/Reading)

- Pupils’ seating and the main board position are planned for the shape of the room.
- Pupils can see and hear clearly, as necessary: the teacher " each other, and " the board/TV/screens.
- Seating allows for peer or adult support.
- There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.
- Interactive whiteboards are non-reflective to reduce glare.
- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils’ own digital presentations – e.g. of a visit or field trip – so that everyone can contribute
- Check the way marking used round the school, school grounds and any other centres is clear and in accessible formats (arrows, labels, symbols, etc).
- ‘Understanding the World’ area of the EYFS Curriculum is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

Strategies to Support Learners with SEND

Supporting learners who have sensory issues	<ul style="list-style-type: none"> • Summarise ideas in pictures • Use visual timelines • Use or presenting information in tables or diagrams, rather than unbroken text • storyboarding text,
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	<ul style="list-style-type: none"> • 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 are ideal for auditory learners but are also valuable for pupils with a SEN learner who find text-based work difficult written sources could be converted to an auditory form. • Emotive auditory sources can be used to engage and motivate all pupils, e.g. Churchill’s wartime speeches "
<p>Supporting learners who struggle with transitions</p>	<ul style="list-style-type: none"> • 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>Supporting learners who struggle to access lessons because of literacy difficulties.</p>	<ul style="list-style-type: none"> • The pre-tutoring of important history/geography vocabulary, concepts and/or processes, where appropriate. • ‘Scaffolding’ 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 ‘ this tells me... “ In this picture I can see...’ • 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 action • Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or

	<p>abstract words. Terms like 'climate', 'gradient', " 'height' or 'distance', which can create barriers for many pupils because of their abstract nature.</p> <ul style="list-style-type: none"> •
Supporting learners who struggle to retain vocabulary.	<ul style="list-style-type: none"> • The amount of material to be remembered is reduced. • Highlight 5 words on sticky knowledge • Differentiated 'make it stick' mini quizzes • Repeat or display important information. • The meaningfulness and familiarity of the material is increased. • Mental processing and explanations of complex tasks are simplified.
Supporting learners who struggle with attention.	<ul style="list-style-type: none"> • 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: • Use 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
Supporting Learners who have physical needs	<ul style="list-style-type: none"> • Pre-empt how an unfamiliar learning environment may affect SEND learners

	<ul style="list-style-type: none">• Consider how assistive technology can support learning e.g. dictation software, photos, ear defenders etc.• A thorough risk assessment is necessary
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