



Rationale for SEND pupils within History

At the Federation of Ripley Endowed, Kettlesing Felliscliffe and Beckwithshaw Community Primary schools, our History curriculum is designed to provide pupils with a deep understanding of Britain’s past events and the wider world, influential figures and the development of societies whilst also fostering our core values of community, compassion and courage. Our curriculum is inclusive, accessible and ambitious for all including for pupils with SEND. With Oracy at the forefront of our curriculum, we encourage pupils to articulate their thoughts clearly in history lessons, listen actively and engage in meaningful discussions so they can be empathetic citizens, who contribute positively to communities. We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children in our federation by allowing them access to the wider world. Through our History curriculum, we strive to inspire pupils’ curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to question, think critically, analyse evidence, consider different arguments, and develop their own opinions through this process. We endeavour to teach children to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within History?

Maintaining an inclusive learning environment	In History this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> • Clear and simple instructions given and provided in different ways (spoken, broken down, visual) • Seating positions carefully thought through allowing for peer or adult support • Areas of the classroom are labelled to allow for independent resourcing • Individual resources • Access to iPads & laptops 	<ul style="list-style-type: none"> • Clear tasks given • Peer assessment • Peer support • Teacher assessment • Teacher support • Personalised task • Independent resourcing • Clear, simple, engaging display



<ul style="list-style-type: none"> • Different font size used where necessary • Font choices carefully considered • Accessible, engaging display materials 	
<p style="text-align: center;">Multi-sensory approaches</p>	<p style="text-align: center;">In History this could look like...</p>
<ul style="list-style-type: none"> • Adaptive teaching strategies are used in lessons to accommodate for all learners • Alternatives offered to written recording • Visual timetable • Visual picture cues 	<ul style="list-style-type: none"> • Summarising ideas in pictures • Using visual timelines illustrations • Written answers being converted into auditory form • Using auditory forms of evidence to develop understanding including: songs, videos, chants • Role play events • Using symbols • Access to artefacts
<p style="text-align: center;">ICT</p>	<p style="text-align: center;">In History this could look like...</p>
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> • Pupils have access to typing programmes to develop their key skills and touch typing e.g. Nussy and Clicker • Pupils can access voice-recognition software e.g. Word dictate to support recording • Screen background is adapted for pupils with visual difficulties of dyslexia. 	<ul style="list-style-type: none"> • Dictation to support with writing or spell checking • Using specific apps to aid with reading / writing / spellings • Nussy Spelling intervention
<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">In History this could look like...</p>
<ul style="list-style-type: none"> • Pupils receive verbal and written feedback • Teachers use targeted questioning to check and extend 	<ul style="list-style-type: none"> • Recall and recaps at the start of each lesson • Teacher moderation assessments
<p style="text-align: center;">Adult Support</p>	<p style="text-align: center;">In History this could look like...</p>
<p>All pupils are encouraged to be as independent as possible including pupils with SEND.</p> <ul style="list-style-type: none"> • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. 	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention.



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| <ul style="list-style-type: none">• Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.• Adults offer opportunities to break down tasks into more manageable chunks. | |
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