



Strategies for supporting pupils with Special Educational Needs and Disabilities in **History** lessons.

Individual Need	Here's how we help everyone learn...
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> ✓ Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. ✓ Quality first teaching - Learning will be adapted so that it is accessible to thechild. ✓ Time will be given for the child to process new information and instructions with the support of visual cues.
<p>Dyslexia</p>	<ul style="list-style-type: none"> ✓ Adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper where necessary. ✓ Numbered points or bullet points will be used rather than large paragraphs of writing/information. ✓ Children will be able to use a ruler or their finger to follow writing/text when reading ✓ Text boxes or borders will be used to highlight important information. ✓ The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections of information. ✓ Text to speech technology will be used if necessary.
<p>Toileting Issues</p>	<ul style="list-style-type: none"> ✓ Children will be able to leave the classroom whenever necessary.



<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> ✓ Quality first teaching - Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information. ✓ Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson. ✓ Children will be given time to process questions and formulate answers. ✓ Word banks will be provided with key vocabulary linked to the history focus of the lesson. ✓ Information will be repeated in a variety of ways, using a range of vocabulary. ✓ A writing frame will be provided to support writing during independent activities.
<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> ✓ Children will be given time to process information and to give responses to answers. ✓ Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given. ✓ Long sentences will be broken up into smaller, short sentences that can clearly be interpreted. ✓ Symbols, signs and visual representations will be used to support communication. ✓ Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence. ✓ Positive responses will be given to any attempts at communicating. ✓ Adults will regularly check the child's understanding throughout the lesson.