



Inclusion Support Strategies – History

Cognition and Learning (C&L):	
Learning challenge	Provision
Difficulties in accessing written work	• Dyslexia friendly environment • Use of technology – (Clicker, voice recognition) • Smart grouping (Pair with more able writer) • Alternative methods of recording (comic strip, picture, drama, role play, model making) • Providing structured writing frames • Learning tasks focus on Historical skill over writing skills. • Short, sharp instructions – Task sheet
Accessing historical sources	• Provide a range of sources, including visual, audible. • Adapted sources (simplified extract/ less cognitive overload)
Chronological understanding	• Key vocabulary cards with phrases (old, new, a long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century) • Pre-teaching of vocabulary • Using pictures to order events instead of writing

Communication and interaction (C&I):	
Learning challenge	Provision
Understanding new topic vocabulary	• Pre-teaching vocabulary prior to the lesson • Send vocabulary word mats home before topic begins • Liaise with speech and language lead to understand specific challenges (one step instructions etc) • Limit vocabulary to that that is necessary to progress • Use dual coding with new vocabulary and knowledge
Communicating with others in lesson	• Allow time to respond • Give children warning if you're going to ask / expect an answer • Use smart grouping (learning partner that will encourage discussion) • Trio talk partners (roles) • Talk scaffolds • ABC to show response



Social, emotional, mental health (SEMH):

Learning challenge	Provision
Anxiety towards new or sensitive themes	• Discussion before topic of anxiety towards topic/learning • Working in small group with trusted adult • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access new theme Introduce new challenging concepts /themes in advance to prepare children fully • Good lines of communication with parents
Challenging behaviour	• Allow movement breaks/different work station • Reward chart • Timers • Smaller group with adult support • Clear instructions

Sensory and Physical (SPD):

Learning challenge	Provision
Physical impairment	• Remove obstacles so children can move freely around the room. • Specialised equipment if required • Technology to record ideas • Positive encouragement
Accessing historical sources (visual impairment)	• Provide sources of evidence that are matched to the needs of the child (enlarged sources, visuals, ICT) • Adult support • Modelling how to use equipment. • Allow student to choose own seat that is best for them. • Vocalise all writing on board • Paper handouts