

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

Individual Need	Here's how we help everyone flourish...
Attention Deficit Hyperactivity Disorder	✓ All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach in accordance with their individual support plan ✓ Any rules/expectations will be consistently managed following the school's Behaviour Policy. ✓ Arrangements will be considered carefully to minimize distractions within humanity lessons ✓ A card will be used to ensure the child is able to communicate that they need to use some 'time out' or go to a 'quiet space' ✓ Instructions and key information will be given clearly so the child understands what they are being asked and how they will achieve the learning goal ✓ Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to all humanity lessons
Anxiety	✓ At the beginning of the year, there will be a discussion between the ad and child so that the child can choose their preference for where they would like to sit in consideration to all pupils' needs in the classroom ✓ Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Learning objectives will be discussed and knowledge organizers shared which will include key information and technical language at the start of each lesson ✓ Any changes that will be made to the seating plan or organization of the lesson will be shared with the child beforehand ✓ Children will be able to use a 'help card' if they feel that they need support within the classroom

**Autism
Spectrum
Disorder**

- ✓ Adults will build supportive and positive relationships and be available to support pupils during the lesson
- ✓ Learning will be adapted so that it is accessible to the child and scaffolded where appropriate
- ✓ Seating arrangements will be agreed with the child prior to the lesson and any changes to the organization of the lesson or classroom will be shared with the child through a conversation/social script/use of visuals
- ✓ All humanity lessons will follow the prepared resources and be structured to ensure learning is always accessible
- ✓ Time will be given for the child to process new information and instructions with the support of visual cues where appropriate
- ✓ Adults will ensure sensory breaks are available to pupils according to their individual support plans
- ✓ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult

Dyscalculia	✓ The use of an iPad with photos of boards will be used where the child has difficulty accessing information on IWB or scribes can be used to record information if the child has difficulty getting initial ideas down ✓ Adults will ensure that questioning is adapted to support the child's understanding
Dyslexia	✓ 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 ✓ Numbered points or bullet points will be used rather than large paragraphs of writing/information. Information will be chunked to make reading easier ✓ Children will be able to use a ruler or their finger to follow writing/text when reading or coloured overlay if supplied as per assessment ✓ 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 where available
Dyspraxia	✓ As much space will be provided where possible to ensure the child has space to work and organize resources for learning ✓ Lessons will be structured as per the scheme of work ensuring pupils understand what they need to and how much time they have to complete activities
Hearing Impairment	✓ Time will be provided for the child to move around for sensory breaks and extra time allowed if necessary to complete tasks given ✓ Adults will discretely check that the child is wearing their hearing aid ✓ A discussion will take place between the adult and child so that the child is able to choose where they sit/where it is best for them to access the learning within the classroom environment ✓ Background noise will be minimised and the classroom will be a quiet, calm environment ✓ Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared ✓ Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson ✓ Children will be provided with key vocabulary specific to history with technical terms explained

Toileting Issues	✓ Children will be able to leave the classroom whenever necessary ✓ Seating arrangements will be carefully organized so that the child can access the toilet as easily as possible
Cognition and Learning Challenges	✓ 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 humanities focus of the lesson ✓ Information will be repeated in a variety of ways, using a range of vocabulary ✓ Scaffolding and differentiation will be provided to support writing during independent activities
Speech, Language & Communication Needs	✓ Children will be given time to process information and to give responses to answers ✓ Speech will be clear and paced more slowly 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 timetables 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
Tourette Syndrome	✓ Adults will understand how to individually support the child with tics to ensure they feel safe and respected ✓ Adults will support the child to ensure they feel included and supported in participating within the lesson ✓ Children will be supported to organize their learning and responses whether written or verbal ✓ Adults will plan sessions carefully according to
Experienced Trauma	✓ The TIS/THRIVE approach will be used by all adults supporting the child within the lesson. ✓ Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. Where

	necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure ✓ Children will be able to request time out using their signal/card provided in line with their support plan ✓ Adults supporting the child will have good understanding of how best to support the child with their emotions
Visual Impairment	✓ A thicker/darker pencil will be provided to support the child with reading their own writing. Years 5/6 will use black handwriting pens from the start of the year in all books except maths where pencil will be used ✓ Children will be given enlarged images, pictures and diagrams where needed ✓ If the child needs a typoscope when reading information, this will be accessible whenever necessary ✓ Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible where this is possible