



## SEND Provision in Humanities at Nythe

We endeavour to make learning as inclusive as we can, and at the core of our visions is the belief that all children should have the same opportunities to learning at its core. Within Geography and History lessons, all children are given the same opportunities for success. We believe that scaffolding should occur through support, resources, time and outcome as opposed to directly differentiating by task.

Research shows that this way of learning results in positive outcomes both academically, and for the mindsets of our learners. Where possible, our aim is for children to move through our humanities curriculums at broadly the same pace. If a child is stalling in their learning, the first instance will be to provide extra support to help them to 'keep up', rather than 'catch up' at a later date. This 'keep up' support can be varied but may take form in the way of pre-teaching, discrete interventions or additional adult support within the classroom.

Cognition and Learning		Communication and interaction	
Barriers	Provision	Barriers	Provision
Reading resource/source materials.	<ul style="list-style-type: none"> <li>Highlighting of key points to cue children in.</li> <li>Whole class reading of source materials to support understanding.</li> <li>Enlarging text and copying onto buff/coloured paper</li> <li>Use of visual and audio sources</li> <li>Flexible groups, careful choice of learning partner.</li> <li>Appropriate positioning of children in the classroom</li> <li>Shared reading opportunities to give children opportunity to practise</li> </ul>	Complex subject specific vocabulary/new vocabulary.  Participation in lessons which are largely discussion based.	<ul style="list-style-type: none"> <li>Topic mats supported with visual cues.</li> <li>Pre teaching of key vocabulary or sending home key vocabulary prior to the topic.</li> <li>Support key vocabulary with symbols/visuals.</li> <li>Assess child's level of prior knowledge and vocab before the topic.</li> <li>Enable additional thinking/processing time.</li> <li>Give the child a whiteboard or method of jotting down ideas to support their participation.</li> <li>Communication fans and other prompts to signal 'agree/disagree/I have a question' using non- verbal methods.</li> </ul>



Recording of work using paper and pencil methods.

Understanding the concept of time/passage of time

- Adapting reading materials such that they match pupils reading age/ability
- Sourced read through immersive reader or audiobooks.
- Golden sentences and paragraphs as framework for recording ideas.
- Alternative methods of communication such as comic strips, pictures, annotated drawings.
- Use of word processor, speech to text software or immersive reader etc.
- Use of peer scribe, adult scribe, my turn your turn approaches
- Broken down success criteria
- Cloze procedures/scaffolds for writing.
- Visual timelines with known points in history from prior learning and key points of reference.
- Key 'time' vocab provided – before, after, past, - Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century)
- Concept word cards and concept sentences for context



Physical and/or Sensory		Social, emotional and Mental Health	
Barriers	Provision	Barriers	Provision
<p>Being able to view artefacts, maps and other visual resources.</p> <p>Sensory overload – smells and feelings of old objects.</p> <p>Unusual/unexpected noises (wartime topics in particular)</p>	<ul style="list-style-type: none"> <li>• Allow children to feel artefacts if possible/allowed.</li> <li>• Enlarged pictures/texts/detailed descriptions which paint a picture of an object.</li> <li>• Use of ear defenders or noise cancelling headphones.</li> <li>• Prior warning of anything unexpected.</li> <li>• Gloves to handle objects if sensory.</li> <li>• Removal to a space away from any smells.</li> <li>• Option to observe artefacts from a distance and relate/compare to a printed photo of the objects</li> <li>• Take into account pupil sensory audits and adaptations</li> <li>• Access to sensory/ movement breaks</li> </ul>	<p>Talking about the past could be a trigger for children when talking about their own past/history</p>	<ul style="list-style-type: none"> <li>• Prior warning of any sensitive topics.</li> <li>• Liaison with parents/carers in advance of any sensitive/triggering topics</li> <li>• Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed.</li> <li>• Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.</li> <li>• Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.</li> </ul>