



St Mary's C of E School

LEARNING WITH HOPE

History and Geography SEN Strategy 2022

Every child is different and at St Mary's we are committed to supporting each individual to engage and succeed in History and Geography.

We have a range of strategies to help children, tailored to the individual needs including:

Anxiety

- Time out, or a break to get some fresh air when overwhelmed.
- Visual timetables to help children know in advance what will be happening. Our class teachers know their children well and use this information to pre-teach as necessary.
- Any changes to the seating plan, or details of trips will be shared with the child beforehand.
- Teachers will explain (particularly difficult concepts) several times and in different ways to lessen anxiety that something has been missed. This may include, for example, looking at atlases, maps, globes and online maps to explain why someone might choose to live by a river in Geography.

Cognitive and learning challenges

- Clear, step by step instructions will be given.
- Children will be given time to process questions and explore their answers to these.
- Visual aids and word-banks to extend vocabulary and to support new concepts.
- Tasks will be broken down into 'bite-sized' chunks and modelled as necessary.
- Support for written tasks to include teacher modelling and a scaffolded frame as necessary.
- Any equipment used (such as compasses in Geography) will be demonstrated each time they are used to help with processing.
- Working with a partner or small group when out on a trip to support.

Toileting needs

- Rest / break times as necessary.
- When out on a History or Geography field trip, personal needs will be taken into consideration at the planning stage to ensure these are accounted for.

Speech, Language and Communication needs

- Clear, step by step instructions will be given.
- Visual aids and word-mats to extend vocabulary.
- Tasks will be broken down into 'bite-sized' chunks and modelled as necessary.
- Children will be given time to process questions and explore their answers to these.
- Support for written tasks to include teacher modelling and a scaffolded frame as necessary.
- Any equipment used (such as compasses in Geography) will be demonstrated each time they are used to help with processing.
- Working with a partner or small group when out on a trip to encourage communication and provide mutual support.

Tourette Syndrome

- Teachers will be aware of possibility of tics, placing any equipment to be used safely on the middle of the table.
- Child will be given a list to work through to help maintain focus.

Hearing impairment

- Visual aids and work-mats as needed.
- Teachers will demonstrate how to use equipment.
- Previously agreed way of ensuring all children know where they need to be at a particular time (especially important when away from the school site). This will vary according to needs but will include clear visual cues.
- Instructions for a lesson will be given in writing if helpful.

Dyspraxia

- Any equipment to be used for Geography or History lessons will be clearly demonstrated.
- Support (such as scaffolded graphs) with quantitative data e.g. graphs, charts.
- Children will be encouraged to show their understanding in different ways, for example – drawing, graphs, visual and written in both History and Geography.

Attention Deficit Hyperactivity Disorder

- Visual timetables to help children know in advance what will be happening.
- Teachers will take into account of individual needs when planning and may give a child a specific responsibility during group work, or provide extra resources in case they need to work independently within a History or Geography session.
- Any changes to the seating plan, or details of trips will be shared with the child beforehand.
- Resources are available for children to explore before lessons and support to access these (for example an adult to help access an atlas) will be available.
- When out of class during fieldwork, clear instructions will be given for safety and lesson focus.
- Time out to calm down if needed. A space will be agreed with the child previously (including if out of school on fieldwork).

Experienced Trauma

- Lesson content will be carefully checked (and adapted as necessary) considering the child's experience before the lesson takes place. Our class teachers work hard to get to know the children and will support children if any memories are triggered during class discussions in History or Geography.
- A positive, respectful atmosphere is maintained within lessons where discussion is encouraged and time allowed to do this. Where class sharing is not appropriate, a responsible adult will be available to talk.

Dyslexia

- Visual aids and word-mats to help with vocabulary.
- Teachers will summarise text-heavy atlas pages or historical sources if needed with

numbered or bullet points being used rather than large paragraphs where possible.

- Children will be encouraged to show their understanding in different ways, for example drawing, graphs, visual and written in both History and Geography.
- Children to be encouraged to use a ruler or their finger to follow text when reading source materials.

Dyscalculia

- Visual aids and word-mats will be used to help with vocabulary.
- Individual resources (such as whiteboards) will be used as appropriate.
- Physical resources will be demonstrated and used as appropriate.
- Teachers will explain concepts in different ways to and allow time to practise, for example looking from whole-world maps to smaller areas. It may help to use online maps or practical activities like 'picture framing' where a child draws a frame around a certain area and investigates the physical characteristics more closely.
- Support with timelines, graphs, charts etc.

Autism Spectrum Disorder

- Children will be allowed time out and space as needed if overwhelmed.
- Teachers will help any children with any misconceptions as they arise – for example they may be convinced that polar bears live at the South Pole, or that Neil Armstrong was a Victorian. These will be addressed consistently and gently, with a range of historical sources as evidence. If the misconception is geographical, evidence may come in the form of a globe, atlas, visual, books or online information.
- Children will be encouraged to demonstrate their learning in a variety of ways including visual as well as written information.
- Teachers will take into account of individual needs when planning and may give a child a specific responsibility during group work, or provide extra resources in case they need to work independently within a History or Geography session.
- Any changes to the seating plan, or details of trips will be shared with the child beforehand.