

SEND- Ambition and Access in History

Ambition – What are we aiming for children with SENs to achieve in this subject?

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. Yes, we should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they may find reading difficult, it doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or identify the consequences of a specific event in history.

Ensuring that students with SENs have access to history education in primary school is essential for their holistic development and inclusion. History education provides valuable opportunities for students to develop critical thinking, analytical skills, and a sense of their cultural heritage.

Access – What amendments are made to the subject in order to help children with SENs to achieve?

- Specific history-related provision within Individualised Education Plans (IEPs) for students with SENs.
- Differentiated instructions to accommodate diverse learning styles and abilities.
- Availability of a range of historical materials, including texts, videos, and primary sources, that match students' reading levels, cognitive abilities, and interests.
- Provision of visual and multisensory aids, including timelines, maps, and historical images to support students' understanding of historical events and concepts.
- Multisensory activities, such as interactive simulations or hands-on artifacts, to engage students and make history more tangible.
- Storytelling and narratives to make historical events more accessible and engaging for students with SEN, encouraging them to connect emotionally with historical figures and events.
- Use of age-appropriate historical fiction or biographies to bring history to life.
- Exploration of the use of assistive technology tools, such as audio recordings, screen readers, or multimedia resources, to support students in accessing historical content.
- Ensuring that students have access to appropriate assistive technology devices or resources.
- Consideration of the provision of small group or one-on-one history instruction for students with more intensive challenges to learning. This personalised approach allows for appropriate targeted support and focused attention.
- An inclusive classroom environment where students with SEN feel valued and included in all historical discussions and activities.
- Historical events related to contemporary issues and personal experiences to make history relevant and relatable to all students.
- Modified assessment methods to accommodate the unique abilities and challenges of each student, including alternative ways of demonstrating historical knowledge, such as oral presentations, visual projects, or interactive timelines.
- Provision of ongoing professional development for teachers to enhance their skills in supporting students with SEN in history education.