



Barriers to and solutions for Engagement, Progress and Achievement in History

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
- For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. 	<ul style="list-style-type: none"> • Difficulty in reading • May struggle with contrasting colours on the board 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking in 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • Frustration as they may be especially motivated but only by their interest in the topic • Maintaining attention 	<ul style="list-style-type: none"> • Difficulty in understanding sources if language complex or from another time • Learning subject specific words. 	<ul style="list-style-type: none"> • Difficulty in understanding cause and effect • Difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials • Concentration- long ago seems irrelevant to them

History



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Solutions identified by subject co-ordinator	<ul style="list-style-type: none"> • Pictorial representations • Vocab lists and explanations • Position within the class • Simple instructions • Supportive peer placed next to child • Face to face explanations from staff 	<ul style="list-style-type: none"> • Enlarged resources • Knowledge/graphic organisers • Technology • Use of audio to record or revisit learning • Record responses • Supportive peer placed next to child • Provide verbal commentary of demonstrations, diagrams and charts. 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Support with fine motor skills e.g., pencil grips • Instructions broken down into small chunks • Hovering support from TAs remove barriers such as cutting out • Provide breaks 	<ul style="list-style-type: none"> • Graphic organisers • Pre and re-teaching • Simplifying work-reduced load • Visual timeline • Provide breaks • Break down to smaller steps/batches of information. 	<ul style="list-style-type: none"> • Visual representation • Graphic organisers • Now and next. • Quiet area for child – workstation • Ear defenders if needed • Modelling • Pre-warning of content to reduce peaks of excitement • Provide breaks • Break down to smaller steps 	<ul style="list-style-type: none"> • Graphical organisers • Step by step instructions • Teach key new vocabulary for topic 	<ul style="list-style-type: none"> • Graphic organisers • Word banks • Writing frame • Visual timeline • Alternative methods of recording • Hovering support from TAs • Sentence starters • Provide breaks • Break down to smaller steps/batches of information 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Realistic expectations • Record then reward (now and next) • Interactive experiences like Egyptian Day • Pre-warn sensitive issues eg evacuation in WW2