Inclusion in History

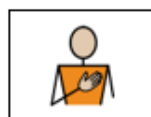### Children with learning difficulties

Inclusive practice:

- Analysis of primary sources – consideration of the presentation of the text: spacing, busyness of the information.
- Allowance of choice;
- Adults reading longer and more complex texts; use of Learning partners – mixed ability groups.
- Multi- sensory activities within some units; opportunities to handle and explore artefacts
- Use of videos to develop comprehension.
- Consolidation of prior learning at the start of each lesson to support memory and retention.
- Building on the children's experiences so that links can be made.
- Inclusion for all pupils in enrichment activities.
- Adult support/ Visual support for number: dates and timelines.

Children with speech and language difficulties

Inclusive practice:

- Lots of abstract concepts – teaching of vocabulary and word banks to support language comprehension: Tier vocabulary for different areas;
- Use of visuals to exemplify meaning;
- Hot seating, role playing; bringing timelines to life through physical and visual means.
- Sequencing of events using visuals. Recounting activities. Formation of narrative modelled, explored and developed.
- Mixed paired learning and small groups to develop talking – learning to develop historical language and thinking.
- Development of chronology through large wall displays. Lots of visual sequencing.
- Vocabulary on wall displays with visuals.
- Modelled sentence stems. Modelled talk. Scaffolding to develop language.

Children with SEMH difficulties

Inclusive practice:

- Mixed ability groups;
- Chunking of information for children who struggle with attention and listening as well as those with emotional difficulties;
- Recording devices for children with SEMH needs who struggle with engagement.
- Use of Scratch to develop images which can demonstrate the child's understanding, knowledge and skills.
- Taskboards and visuals to support children with being able to predict.

Children with Physical and Sensory Needs

Inclusive practice:

- Adult support for children who are unable to access physical needs – bringing
- Preparation of resources on technology that supports access for some children.
- Multi-sensory supports: artefacts; painting and art and craft – use of different mediums.