



St Mary's C of E School

"DON'T LET ANYONE LOOK DOWN ON YOU
BECAUSE YOU ARE YOUNG. BE AN EXAMPLE TO
ALL BELIEVERS IN WHAT YOU SAY, IN THE WAY
YOU LIVE, IN YOUR LOVE, YOUR FAITH AND YOUR PURITY."
1 TIMOTHY 4:12

THE SUNRISE CURRICULUM

Strategies for supporting pupils with Special Educational Needs and Disabilities in History lessons.

	<i>Here's how we will help.</i>
<i>Attention Deficit Hyperactivity Disorder</i>	<ul style="list-style-type: none">• All adults supporting the child within the classroom will have a good understanding of how best to support the child.• Any rules/ expectations are consistently implemented.• Seating arrangements to minimise distractions within the history lesson.• Fiddle toys used to help children remain focused during teacher input.• Child has a calm down area that they can

	<p>access when needed.</p> <ul style="list-style-type: none"> • Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the task. • Children will be given an overview of the lesson during the start of the day so that they know what will be happening and what to expect prior to the history lesson.
<p>Anxiety</p>	<ul style="list-style-type: none"> • Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. • Children will be able to use a 'help card' if they feel that they need support. • Children will be seated in a space within the classroom that they feel comfortable. • Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the task. • Children will be given an overview of the lesson during the start of the day so that they know what will be happening and what to expect prior to the history lesson. • Key vocabulary is sent home for pupils a term before.
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. • Learning will be adapted so that it is accessible to the child • Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child. • Preparation for what is coming will be provided with the use of visuals • Time will be given for the child to process new information and instructions with the support of visual cues • Planned and unplanned sensory breaks will be used and there will be a calm down space available throughout the lesson • Any group activities will be thought out carefully and

	<p>children can work independently if the child finds the social expectations of group work tricky or difficult.</p> <ul style="list-style-type: none"> • Visual history timeline is on display in the classroom.
<h2>Dyscalculia</h2>	<ul style="list-style-type: none"> • The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard. • Adults will ensure that questioning is adapted to support the child's understanding. • Helpful reminders/ margin holders are used in lessons to support children with their presentation. • The same coloured background for all history lessons is used. • Spelling mats • Sentence stems are used to support children with their formation of sentences. • Visual history timeline is on display in the classroom.
<h2>Dyslexia</h2>	<ul style="list-style-type: none"> • Complex speed sound charts are used in lessons to help children with their writing tasks. • Helpful reminders/ margin holders are used in lessons to support children with their presentation. • The same coloured background for all history lessons is used. • Spelling mats • Sentence stems are used to support children with their formation of sentences. • Key vocabulary is sent home for pupils a term before. • Key vocabulary is revisited in every history lesson. • Assessment questions and low threat quizzes are used to support children with remembering their sticky knowledge. • Visual history timeline is on display in the classroom. • Children will use their coloured overlay to support them when following writing or reading a text. • The use of pictures, diagrams, clear sub-titles and 'colour coded text' will be used to break up large sections of information. • Adults in the class will scribe for the child when necessary.

<h2>Dyspraxia</h2>	<ul style="list-style-type: none"> • Children will be provided with a large working space with an accessible route into and out of the classroom • Instructions will be written clearly for the child • Visual timelines of the lesson will be provided. • Sensory breaks
<h2>Hearing Impairment</h2>	<ul style="list-style-type: none"> • Adults will discretely check that the child is wearing their hearing aid and that it is working properly throughout the day. • Child is sat facing the teacher at the front of the class so they have clear vision for the lesson. • Background noise will be minimised and the classroom will be a quiet, calm environment. • Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared. • Adults will face the child when talking. • Children will be provided with key vocabulary specific to history with technical terms explained. • Sentence stems are used to support children with their formation of sentences. • Key vocabulary is sent home for pupils a term before. • Key vocabulary is revisited in every history lesson.
<h2>Toileting Issues</h2>	<ul style="list-style-type: none"> • Children will be able to leave the classroom whenever necessary. • Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible. • Staff will be aware that the child may arrive late to the lesson.
<h2>Cognition and Learning Challenges</h2>	<ul style="list-style-type: none"> • Complex speed sound charts are used in lessons to help children with their writing tasks. • Helpful reminders/ margin holders are used in lessons to support children with their presentation. • The same coloured background for all history lessons is used. • Spelling mats • Sentence stems are used to support children with their formation of sentences. • Key vocabulary is sent home for pupils a term before. • Key vocabulary is revisited in every history lesson. • Assessment questions and low threat quizzes are used to support children with remembering their sticky

	<p>knowledge.</p> <ul style="list-style-type: none"> • Visual history timelines are on display.
<p>Speech, Language + Communication Needs</p>	<ul style="list-style-type: none"> • Complex speed sound charts are used in lessons to help children with their writing tasks. • Spelling mats • Sentence stems are used to support children with their formation of sentences. • Key vocabulary is sent home for pupils a term before. • Key vocabulary is revisited in every history lesson. • Assessment questions and low threat quizzes are used to support children with remembering their sticky knowledge.
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Adults will have understanding of how to individually support the child with tics to ensure they feel safe and respected • Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable • Children will be provided with structure for completing an activity that supports their attention span and helps with the planning and organisation of the activity • Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to • Regular sensory breaks will be timetabled into the lesson
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • Emotional coaching strategies will be used by all adults supporting the child within the lesson • An emotionally available adult will be in the lesson that the child trusts • Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure • Children will be provided with a safe and familiar calm down space if they need it throughout the lesson • The use of a 'help card' will be always available
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • A thicker/darker pencil will be provided to support the child with reading their own writing • Children will be given enlarged images, pictures and diagrams • Resources will be provided in the correct font size rather

	<i>than enlarged to ensure sharpness and contrast is as clear as possible</i>
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