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|   | **Hassocks Infant School** **Ordinary Available Practice**  |
| **To support cognition & learning** Use of concrete resources e.g., number lines, word banks, reminders of rules. Model use of open-ended simple statements such as ‘I wonder… or what if’ rather than questions. Make explicit links to prior learning. Reducing reliance on memory Provide memory aids Use a chart that shows the ‘big picture’ to help pupils make links between lessons, eg a chart showing the big question, and how each lesson is related to the question. Procedural facilitators such as planning frameworks, writing frames, or checklists may be needed Give extra / allow take up time to process what has been said. Simple audio records can be used instead of written notes during visits or field trips. **To support Attention** Post-it notes, numbered or ordered (1st/2nd etc.), big paperclips and highlighter pens are all good ways of marking a page so that the learner can find their place again independently once reminded. Checklists that are domain-specific (e.g., for packing a school bag, working through a science experiment) are helpful for all learners and can be developed age-appropriately across the phases. **To support Speech and Learning** Increase use of visual support to maintain attention and support understanding. Introduce real objects and kinaesthetic means of teaching to maintain attention and support understanding. You could provide learners with task lists, word banks and narrative frameworks to engage with and complete work with increasing independence. Simplify language – use positive instruction and reduce the number of words used. Allow time for repetition (using the same language). Check understanding by asking the learner to explain what they have to do, to provide an explanation in their own words, or to demonstrate their understanding using alternative means (drawing, gesture, action). Use forced choices to support understanding and expression. For example, ‘Did pirates travel by boat or by train?’ Use gap fills to support understanding and expression. Underline or emphasise accuracy by repeating or modelling correct answers. Prompt the learner to ask for help by exploring the aspect which is difficult for them. **To support cognitive ability** Using social stories to explain different perspectives can be a resource that learners can return to and build a knowledge base of difference upon. Multi-sensory approaches Ideas for visual learners include: summarising ideas in pictures modifying visual sources to show changes comparing visual sources from different times explaining patterns in graphs using visual timelines using or presenting information in tables or diagrams, rather than unbroken text storyboarding text, and demonstrations Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for pupils with an SEN who find text-based work difficult. In this case, written sources could be converted to an auditory form. Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods: role-play card sorting modelling structures − eg pupils with role cards with different characters negotiate themselves into a line showing order, and using the interactive whiteboard with pupil involvement. Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times. Use of language Recognise that the language of history may be challenging and cause barriers for some pupils Plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary. Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words. A range of different open-ended questions is needed in history teaching, eg to elicit causation, understanding, empathy, judgement etc. Careful planning can help pupils with learning difficulties to develop higher-level reasoning, eg by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content. Where appropriate, pupils are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses.  **Formative Assessment** Revisiting a mind map of the same area of learning, say after three weeks of studying a history topic, can be a good way of assessing how pupils’ understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.   |