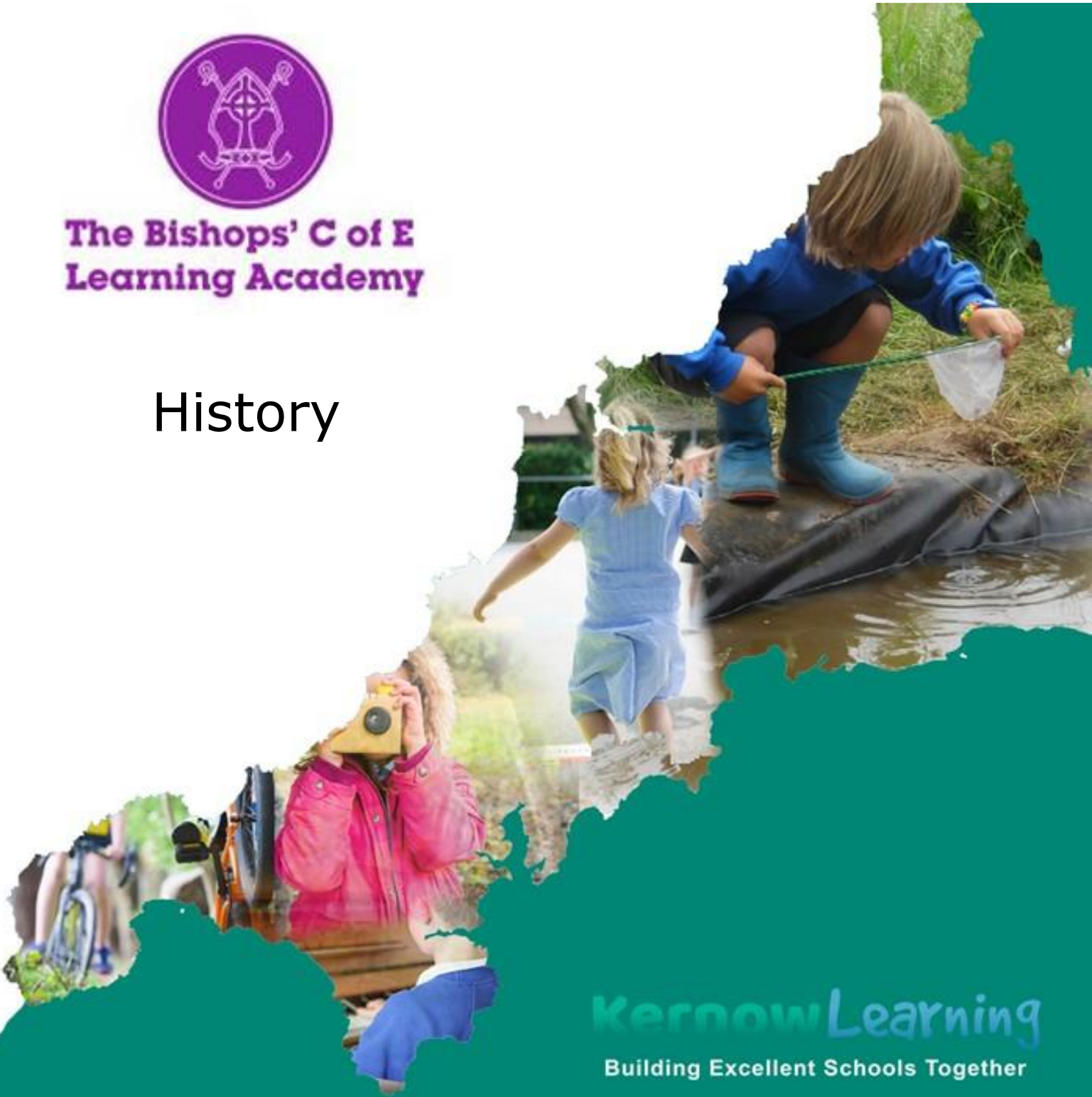




**The Bishops' C of E
Learning Academy**

History



Kernow Learning

Building Excellent Schools Together

Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

Specific Area of Need	Belong, believe, aspire, achieve
Communication and interaction	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> ✓ Children will be given time to process information and to give responses to answers ✓ Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given ✓ Long sentences will be broken up into smaller, short sentences that can clearly be interpreted ✓ Symbols, signs and visual timetables will be used to support communication ✓ Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence ✓ Positive responses will be given to any attempts at communicating ✓ Adults will regularly check the child's understanding throughout the lesson. ✓ Provide repetition of key vocabulary and pre-teaching to check understanding of definitions. ✓ Recognise that the language of history may be challenging and cause barriers for some children, e.g.: the specific use in history of an everyday word, e.g. 'party', 'church', 'state'; the use of history-specific terms, e.g. 'chronological', 'artefact' the use of abstract terms, e.g. 'power', 'belief'
Autism including Asperger's syndrome (ASD)	<ul style="list-style-type: none"> ✓ Adults who have a positive, supportive, trusting relationship with the child will be available to support during the lesson ✓ Learning will be adapted so that it is accessible to the child

	<ul style="list-style-type: none"> ✓ 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 through a social script/the use of visuals ✓ 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 ✓ Link abstract concepts e.g. power, belief. to known stories or previous learning
Tourette Syndrome	<ul style="list-style-type: none"> ✓ Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable ✓ Children will be provided with a tick list/structure to 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
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> ✓ Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information ✓ Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson ✓ Children will be given time to process questions and formulate answers ✓ Word banks will be provided with key vocabulary linked to the history focus of the lesson ✓ Information will be repeated in a variety of ways, using a range of vocabulary
Dyslexia	<ul style="list-style-type: none"> ✓ A writing frame will be provided to support writing during independent activities ✓ Provide a range of ways for children to record their learning including: scaffolds or frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities, mind maps etc. ✓ Numbered points or bullet points will be used rather than large paragraphs of writing/information ✓ Text boxes or borders will be used to highlight important information ✓ The use of pictures, diagrams, clear sub-titles and 'colour coded text' will be used to break up large sections of information ✓ Build up a chart (using wall display) to show the focus of each lesson and how successive lesson topics link together to develop understanding of an area of science work; this could include symbols, images or objects to make it more accessible

Dyspraxia (Developmental co-ordination disorder)	<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 with a tick list of activities/expectations so that the child is aware of how to reach the learning goal ✓ A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to. ✓ Demonstrate any equipment to be used for history lessons e.g., artefacts or historical sources etc.
Dyscalculia	<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 ✓ Some learners may find the organisation of ideas into a logical way difficult and therefore will need additional support. Adapt tables, data etc with support to check understanding.
Social, emotional and mental health difficulties	
Trauma	<ul style="list-style-type: none"> ✓ 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 break out space if they need it throughout the lesson ✓ Adults supporting the child will have good understanding of how best to support the child with their emotions
ADHD	<ul style="list-style-type: none"> ✓ Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the history session ✓ Allow some activities where learners with ADHD are allowed to work alone. People with ADHD often feel group working is a challenge. ✓ Small chunks of information with key concepts in pictorial form
Anxiety	<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. ✓ Any new vocabulary will also be shared with the child before the lesson ✓ Reassurance, especially of difficult or abstract concepts (e.g. power, belief etc) and explaining or demonstrating several times in different ways e.g. artefacts, historical sources, previously learnt about significant people.
Sensory and/or physical needs	

<p>Hearing impairment (HI)</p>	<ul style="list-style-type: none"> ✓ Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared ✓ Children will be provided with key vocabulary specific to history with technical terms explained ✓ Any videos or films used should be captioned. When impossible, find alternative ways for the child to access the information <p>When completing history visits, agree a way of ensuring all children know when/where to return to– if cue is audio e.g., whistle, ensure partner/group will give visual cue</p>
<p>Visual impairment (VI) or Multi-sensory impairment (MSI)</p>	<ul style="list-style-type: none"> ✓ Children will be given enlarged images, pictures and diagrams ✓ If the child needs a reading ruler when reading information, this will be accessible whenever necessary ✓ Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible ✓ Give the children time and opportunity to explore through touch e.g. artefacts, textures to evoke discussion etc.
<p>Physical Disability</p>	<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 ✓ A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to. ✓ Demonstrate any equipment to be used for history lessons e.g., artefacts or historical sources etc.