Scaffolding for Additional Needs – History

The importance of scaffolding for pupils with SEN

Scaffolding is widely considered to be an essential element for effective teaching, and all teachers use various forms of instructional scaffolding in their teaching. It is particularly useful for pupils with SEN for the following reasons:

1. It can enable them to access the same curriculum content as their peers.
2. Pupils are more likely to be able to learn independently.
3. It builds confidence and can reduce negative emotions and self-perceptions that pupils with SEN may experience.

For all children:

- Breaking tasks down into constituent components when first setting up independent practise
- Starting expositions at the point of pupils' current understanding
- Combining a verbal explanation with a relevant graphical one where appropriate
- Using concrete representation of abstract ideas
- Making the steps in a process memorable and ensuring pupils can recall them

Strategy	How the strategy is used
Talking partners	Children can rehearse ideas and get feedback and ideas from their peers
Use of visuals such as pictures/videos	Supports children's understanding of the history they are learning. Give the children a visual 'hook' to help them remember and use the information given
Scribing for the children	Some children can demonstrate their history knowledge orally and asking them to write for themselves might put a barrier on the knowledge they can demonstrate.
Real life objects	Where possible, children have access to real artefacts which they can explore and use to aid their understanding
Physical/practical activities	Many history lessons involve practical activities such as sorting, exploring, making or drama. These activities support children's understanding and to work collaboratively with others,
Use of drama/speech and language activities eg mantle of the expert	Acting out historical events allows children to gain an understanding of the past through active means, immersing them in the events and helping to create memorable experience which reinforce their learning.

Assistive technology	Clicker 8, talking postcards, computer games and ipads may be used in history lessons to support children with SEN to access their learning
Accessible/appropriate resources	Pencil grips, standing desks and wobble cushions are some of the resources that may be used in a history lesson to make it accessible to all pupils
Pre-teaching and reinforcing vocabulary	Star words at the beginning of the lesson, topic displays, word mats, sentence starters etc used throughout history topic to build understanding of key vocabulary
Visual representations of timelines	Timelines are modelled to children using visual representations such as cubes, strips of paper, chalk etc to aid their understanding of history and chronology
Changing/adapting questioning	Formative assessment is used to adapt questions to meet the needs of the children where appropriate. This may be for the whole class or individual children.
Timers	Timers can be used to support the whole class/small group/individual. They may be used to give children time to answer questions or to help them with focus and attention.
WAGOLLs and modelling	Activities are modelled for children to help scaffold their understanding. WAGOLLs can be shown and created by staff or child to emphasise expectations and aid understanding.
Parallel activities	Where children cannot access the main class activity, they will be given parallel activities which mirror the learning done by the rest of the class at an appropriate level.
Regular retrieval practice	Lessons include links back to previous lessons or topics to help children retain essential vocabulary and information they could draw on more easily in order to apply their knowledge.
Reading aloud	Written sources can be read aloud or supported with visuals to help children's understanding.
Explicit teaching of tricky concepts	Key word banks, explicit teaching of challenging concepts using clear and simple vocabulary, use of visuals and actions to help with understanding.
Learning stops	Used to check understanding and help keep children on task

Article 29
I have the right to become the best
I can be.