



**SECOND EDITION**

# ADDRESSING SPECIAL EDUCATIONAL NEEDS AND DISABILITY IN THE CURRICULUM: **HISTORY**

Richard Harris and Ian Luff



A David Fulton Book

# Addressing Special Educational Needs and Disability in the Curriculum: History

The SEND Code of Practice (2015) has reinforced the requirement that *all* teachers must meet the needs of *all* learners. This topical book provides practical, tried and tested strategies and resources that will support teachers in making history lessons accessible and exciting for all pupils, including those with special needs. The authors draw on a wealth of experience to share their understanding of special educational needs and disabilities and show how the history teacher can reduce or remove any barriers to learning.

Offering strategies that are specific to the context of history teaching, this fully revised edition will enable teachers to:

- Make history education accessible and engaging to pupils of all abilities
- Create an inclusive classroom environment that responds to the emotional needs of the class and nurtures a culture of learning
- Develop inclusive practical demonstration and role play techniques to aid conceptual understanding
- Set assessment objectives
- Deploy in-class support effectively

An invaluable tool for continuing professional development, this text will be essential for teachers (and their teaching assistants) seeking guidance specific to teaching history to all pupils, regardless of their individual needs. This book will also be of interest to SENDCOs, senior management teams and ITT providers.

In addition to practical activities and supporting material contained in the book, there are also free online resources for readers to download and use in the preparation of successful, inclusive lessons for all pupils.

**Richard Harris** is Associate Professor in history education and Director of Teaching and Learning at the Institute of Education, University of Reading.

**Ian Luff** is Associate Tutor on the PGCE history course, University of East Anglia.

## **Addressing Special Educational Needs and Disability in the Curriculum**

*Series Editor: Linda Evans*

Children and young people with a diverse range of special educational needs and disabilities (SEND) are expected to access the full curriculum. Crucially, the current professional standards make it clear that every teacher must take responsibility for *all* pupils in their classes. Titles in this fully revised and updated series will be essential for teachers seeking subject-specific guidance on meeting their pupils' individual needs. In line with recent curriculum changes, the new Code of Practice for SEND and other pedagogical developments, these titles provide clear, practical strategies and resources that have proved to be effective and successful in their particular subject area. Written by practitioners, it can be used by departmental teams and in 'whole-school' training sessions as professional development resources. With free web-based online resources also available to complement the books, these resources will be an asset to any teaching professional helping to develop policy and provision for learners with SEND.

The new national curriculum content will prove challenging for many learners and teachers of children in Y5 and Y6 will also find the books a valuable resource.

Titles in this series include:

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*John Connor*

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# **Addressing Special Educational Needs and Disability in the Curriculum: History**

*Second edition*

**Richard Harris and Ian Luff**



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*To my family for their love and laughter.*

RH

*To my late parents Alma and Richard Luff, my former teacher  
Michael Batten, my darling wife Amanda and my children  
James and Anna: thanks for everything.*

IL



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# Series authors

## The authors

**Richard Harris** has been teaching since 1989. He has taught in three comprehensive schools, as history teacher, head of department and head of faculty. He has also worked as teacher consultant for secondary history in West Berkshire. Since 2001 he has been involved in history initial teacher education, first at the University of Southampton and more recently at the University of Reading. He has also worked extensively with the Historical Association and Council of Europe in the areas of history education and teacher training, and has been made an Honorary Fellow of the Historical Association. He is currently associate professor in History Education and director of Teaching and Learning at the Institute of Education, University of Reading.

**Ian Luff** retired as deputy headteacher of Kesgrave High School in 2013 after a 32-year career during which he had been Head of History in four comprehensive schools and an advisory teacher with the London Borough of Barking and Dagenham. He is an Honorary Fellow of the Historical Association and currently works as an associate tutor on the PGCE history course at the University of East Anglia and as a consultant in history education.

A dedicated team of SEND specialists and subject specialists have contributed to this series.

## Series editor

**Linda Evans** was commissioning editor for the original books in this series and has co-ordinated the updating process for these new editions. She has taught children of all ages over the years and posts have included those of SENDCO, LA Adviser, Ofsted inspector and HE tutor/lecturer. She was awarded a PhD in 2000 following research on improving educational outcomes for children (primary and secondary).

Since then, Linda has been commissioning editor for David Fulton Publishing (SEND) as well as editor of a number of educational journals and newsletters. She has also written books, practical classroom resources, Masters course materials and school improvement guidance. She maintains her contact with school practitioners through her work as a part-time ITT tutor and educational consultant.

## **SEND specialist**

**Sue Briggs** has been supporting the education and inclusion of children with special educational needs and disabilities, and their parents for over 20 years; variously as teacher, Ofsted inspector, specialist member of the SEND and Disability Tribunal, school improvement partner, consultant and adviser. She holds a Master's degree in education, a first class BEd and a diploma in special education (DPSE distinction). Sue was a national lead for the Achievement for All programme (2011–2013) and a Regional Adviser for the Early Support programme for the Council for Disabled Children (2014–2015) and is currently an independent education and leadership consultant.

Sue is the author of several specialist books and publications including *Meeting SEND in Primary Classrooms* and *Meeting SEND in Secondary Classrooms* (Routledge, 2015).

## **Subject specialists**

### **Art**

**Gill Curry** was head of Art in a secondary school in Wirral for twenty years and advisory teacher for Art and Gifted and Talented Strand Coordinator. She has an MA in Print from the University of Chester and an MA in Women's Studies from the University of Liverpool.

She is a practising artist specialising in print and exhibits nationally and internationally, running courses regularly in schools and print studios.

**Kim Earle** is vice principal at Birkenhead High School Academy for Girls on the Wirral. She has previously been a head of Art and head of Creative Arts, securing Artsmark Gold in all the establishments in which she has worked. Kim was also formerly Able Pupils and Arts Consultant in St Helens, working across special schools and mainstream schools with teaching and support staff on art policy and practice. She still teaches art in a mixed ability setting in her current school and works closely with local schools and outside organisations to address barriers to learning.

## ***Design and technology***

**Louise T. Davies** is founder of the Food Teachers Centre offering advice and guidance to the DfE and other organisations based on her years of experience as a teacher and teacher trainer, and her role in curriculum development at QCA and the Royal College of Art. She led innovation at the Design & Technology Association, providing expertise for a range of curriculum and CPD programmes and specialist advice on teaching standards and best practice, including meeting special educational needs. Most recently, she has worked as lead consultant for the School Food Champions programme (2013–2016) and as an adviser to the DfE on the new GCSE Food Preparation and Nutrition.

## ***English***

**Tim Hurst** began his career as an English teacher at the Willian School in Hertfordshire, becoming second in English before deciding that his future lay in SEND. He studied for an advanced diploma in Special Educational Needs and has been a SEND co-ordinator in five schools in Hertfordshire, Essex and Suffolk. Tim has always been committed to the concept of inclusion and is particularly interested in reading development, which he passionately believes in as a whole-school responsibility.

## ***Geography***

**Graeme Eyre** has considerable experience of teaching and leading geography in secondary schools in a range of different contexts, and is currently assistant principal for Intervention at an academy in inner London. Graeme is a consultant to the Geographical Association and a Fellow of the Royal Geographical Society. He has also delivered training and CPD for teachers at all levels. He holds a BA in Geography, a PGCE in Secondary Geography and a MA in Geography Education.

## ***Maths***

**Max Wallace** has nine years' experience of teaching children with special educational needs. He currently works as an advanced skills teacher at an inclusive mainstream secondary school. Appointed as a specialist leader in Education for Mathematics, Max mentors and coaches teachers in a wide network of schools. He has previously worked as a Head of Year and was responsible for the continuing professional development of colleagues. He has a doctorate in Mathematics from Cardiff University.

## ***Languages***

**John Connor** is a former head of faculty, local authority adviser and senior examiner. He has also served as an Ofsted team inspector for modern languages and special educational needs in mainstream settings. John was also an assessor on the Advanced Skills Teacher programme for the DfE. He is currently working as a trainer, author and consultant, and has directed teaching and learning quality audits across England, the Channel Islands, Europe, the Middle East and the Far East. He is also a governor of a local primary school.

## ***Music***

**Victoria Jaquiss** FRSA trained as a teacher of English and Drama and held posts of English teacher, head of PSE, Music and Expressive Arts at Foxwood School. She became a recognised authority on behaviour management and inclusion with children in challenging circumstances. The second half of her career has involved working for the Leeds Music Service/Leeds ArtForms as Steel Pan Development Officer and deputy Inclusion manager/teacher. She was awarded the fellowship of the Royal Society of Arts in 2002.

**Diane Paterson** began teaching as a mainstream secondary music teacher. She went on to study how music technology could enable people with severe physical difficulties to make their own music, joining the Drake Music project in Yorkshire and becoming its regional leader. She then became inclusion manager/teacher at Leeds Music Service/ArtForms, working with children with additional needs. As secretary of YAMSEN: SpeciallyMusic, she now runs specialist regional workshops, music days and concerts for students with special/additional needs and their carers.

## ***PE and sport***

**Crispin Andrews** is a qualified teacher and sports coach, and has worked extensively in Buckinghamshire schools coaching cricket and football and developing opportunities for girls in these two sports. He is currently a sports journalist, writing extensively for a wide range of educational journals, including *Special Children* and the *Times Educational Supplement*, and other publications such as *Cricket World*.

## ***Religious education***

**Dilwyn Hunt** taught R.E. for eighteen years before becoming an adviser first in Birmingham and then in Dudley. He currently works as an independent RE adviser supporting local authorities, SACREs and schools. He is also in

demand across the country as a speaker on all aspects of teaching R.E., in both mainstream and special settings. He is the author of numerous popular classroom resources and books and currently serves as the executive assistant on the Association of R.E. Inspectors, Advisers and Consultants.

## **Science**

**Marion Frankland** has been teaching for 16 years and was an advanced skills teacher of Science. She has extensive experience of teaching science at all levels in both mainstream and special schools, and has worked as a SENDCO in a special school, gaining her qualification alongside her teaching commitment.

## A few words from the series editor

The original version of this book formed part of the 'Meeting SEN in the Curriculum' series which was published ten years ago to much acclaim. The series won a BERA (British Educational Resources Award) and has been widely used by ITT providers, their students and trainees, curriculum and SEN advisers, department heads and teachers of all levels of experience. It has proven to be highly successful in helping to develop policy and provision for learners with Special Educational Needs or Disabilities.

The series was born out of an understanding that practitioners want information and guidance about improving teaching and learning that is *relevant to them* – rooted in their particular subject, and applicable to pupils they encounter. These books exactly fulfil that function.

Those original books have stood the test of time in many ways – their tried and tested, practical strategies are as relevant and effective as ever. Legislation and national guidance has moved on however, as have resources and technology; new terminology accompanies all of these changes. For example, we have changed the series title to incorporate the acronym SEND (Special Educational Needs or Disability) which has been adopted in official documents and in many schools in response to recent legislation and the revised Code of Practice. The important point to make is that our authors have addressed the needs of pupils with a wide range of special or 'additional' needs; some will have Educational, Health and Care (EHC) plans which have replaced 'statements', but most will not. Some will have identified 'syndromes' or 'conditions' but many will simply be termed 'low attainers'; pupils who, for whatever reason, do not easily make progress.

This second edition encompasses recent developments in education, and specifically in History teaching. At the time of publication, education is still very much in an era of change; our national curriculum, monitoring and assessment systems are all newly fashioned and many schools are still adjusting to changes and developing their own ways forward. The ideas and guidance

contained in this book, however, transcend the fluctuations of national politics and policy and provide a framework for ensuring that pupils with SEND can 'enjoy and achieve' in their history lessons.

NB: The term 'parent' is used throughout and is intended to cover any adult who is a child's main caregiver.

Linda D. Evans



# Acknowledgements

A number of people have been greatly influential in shaping our careers. In particular, we would like to acknowledge Katharine Burn, Christine Counsell and Michael Riley, who have been thought-provoking and inspirational.

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Ian Luff acknowledges his debt to Erkenwald Comprehensive School in the London Borough of Barking and Dagenham and to the University of East Anglia for his own education. He would also particularly like to thank Michael Batten, the teacher who inspired him, and Terry Haydn who encouraged him to put pen to paper for his first article and who has given much support over the years. Thanks also to Roz Coe, Assistant Head Teacher and Head of Learning Support of Kesgrave High School for her invaluable help and advice.

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# Introduction

## Ours to teach

*Your class:* thirty individuals to teach – to encourage, motivate and inspire. Thirty individuals who must be seen to make good progress regardless of their various abilities, backgrounds, interests and personalities. This is what makes teaching so interesting!

*Jason* demonstrates very little interest in history. He rarely completes homework and frequently turns up without a pen. He finds it hard to listen when you're talking and is likely to start his own conversation with a classmate. His work is untidy and mostly incomplete. It's difficult to find evidence of his progress in history this year.

*Zoe* tries very hard in lessons but is slow to understand explanations and has difficulty in expressing herself. She has been assessed as having poor communication skills but there is no additional resourcing for her.

*Ethan* is on the autistic spectrum and finds it difficult to relate to other people, to work in a group and to understand social norms. He has an education, health and care plan (EACP) which provides for some Teaching Assistant (TA) support but this is not timetabled for history lessons.

Do you recognise these youngsters? Our school population is now more diverse than ever before, with pupils of very different abilities, aptitudes and interests, from a wide range of cultures making up our mainstream classes. Many of these learners will experience difficulties of some sort at school, especially when they are faced with higher academic expectations at the end of KS2 and into KS3–4.

Whether they have a specific special educational need like dyslexia, or are on the autistic spectrum, or for various reasons cannot conform to our behavioural expectations – *they are ours to teach*. Our history lessons must ensure that each and every pupil can develop their skills and knowledge and make good progress.

### **How can this book help?**

The information, ideas and guidance in this book will enable teachers (and teaching assistants) to plan and deliver lessons that will meet the individual needs of learners who experience difficulties in history lessons.

Those who cater well for pupils with Special Educational Needs and Disabilities (SEND), are likely to cater well for *all* pupils – demonstrating outstanding practice in their everyday teaching. These teachers have a keen awareness of the many factors affecting a pupil's ability to learn, including characteristics of the individual but also aspects of the learning environment that can either help or hinder learning. This book will help practitioners to develop strategies that can be used selectively to enable each and every learner to make progress in history.

### **Professional development**

Our education system is constantly changing. The national curriculum, special educational needs and disabilities (SEND) legislation, examination reform and significant change to Ofsted inspection means that teachers need to keep up to date and be able to develop the knowledge, skills and understanding necessary to meet the needs of all the learners they teach. High-quality continuing professional development (CPD) has a big part to play in this. This book, and the others in the series, will be invaluable in contributing to whole-school CPD on meeting special educational needs, and in facilitating subject-specific staff development within departments.

Faculties and subject teams planning for outstanding teaching and learning should consider how they regularly review and improve their provision by

- auditing
  - 1 the skills and expertise of current staff (teachers and assistants);
  - 2 their professional development needs for SEND, based on the current cohorts of pupils;
- using the information from the two audits to develop a CPD programme (using internal staff, colleagues from nearby schools and/or consultants to deliver);

- enabling teachers to observe each other, teach together, visit other classrooms and other schools;
- encouraging staff to reflect on their practice and feel comfortable in sharing both the positive and the negative experiences;
- establishing an ethos that values everyone's expertise and including pupils and parents who might be able to contribute to training sessions;
- using free online resources that are readily available to support workforce development (e.g. <http://www.nasen.org.uk/onlinesendcpd/>);
- encouraging staff to access (and disseminate) further study and high-quality professional development.

This book, alongside others in the series, will be invaluable in contributing to whole-school CPD on meeting special educational needs, and in facilitating subject-specific training within departments and faculties.