

SEND in my subject area: History

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Conceptual understanding of chronology.</p> <p>Low attainment in mathematics can present a barrier to timelines (particularly those requiring understanding of negative numbers).</p> <p>Low attainment in English can present barriers to activities.</p>	<p>Use of simplified visual/physical activities to support children’s understanding.</p> <p>Use of simplified, dual coded resources. Potentially additional support during lessons. Having visual timelines consistently on working walls for children to consolidate their learning through the whole unit.</p> <p>Adapt to provide shorter, simplified texts. Provide stem sentences with fill-in options below to ease the working memory.</p> <p>Use of videos and songs to allow children full access to the knowledge required without needing to rely on reading skills.</p> <p>Written sources converted into an auditory form where necessary.</p> <p>Teacher / TA support for children during lessons to access learning.</p>	<p>Language difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p> <p>Low attainment in English can present barriers to communicate knowledge.</p>	<p>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through ‘bridging back’ questions at the beginning of each lesson.</p> <p>Simplified step by step instructions. Task sheets.</p> <p>Opportunities to record voice/selves when relaying knowledge learnt, as opposed to writing information down.</p> <p>Writing short notes in tables/grids of the key knowledge rather than longer pieces of writing.</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with sensory impairments may find it difficult to observe historical artefacts.</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Day trips to museums or places of historical significance may be difficult.</p>	<p>Teacher / TA support for children during lessons to access artefact observation.</p> <p>Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning.</p> <p>When planning school trips, ensure facilities are appropriate and accessible for all children. Ensure an appropriate number of additional adults are present to further support these children.</p>	<p>If children believe they cannot be successful in lessons, they may become frustrated and withdraw.</p> <p>Children may find certain lessons upsetting or triggering (for example lessons about war)</p> <p>Day trips to museums or places of historical significance may be difficult.</p>	<p>Adapt lessons appropriately with clear instruction and scaffold accordingly, to ensure lessons are accessible.</p> <p>Ensure content being used in lesson is not overly distressing for any children in the class.</p> <p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p>

Non-Negotiables that need to be in place in all lessons/classrooms when teaching history

1. Use of dual coded resources where appropriate, particularly on working walls.
2. Provide access to artefacts where appropriate to support children with SEND to access learning.
3. Language rich working wall to support vocabulary development and spelling.