



SEND in my Subject Area: History

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 numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers)</p> <p>Low attainment in literacy can present barriers to activities.</p> <p>Low attainment in reading can present barriers to subject-specific vocabulary</p>	<p>Use of simplified visual activities to support children's understanding.</p> <p>Use of simplified, dual coded resources. Potentially additional support during lessons.</p> <p>Differentiate to provide shorter, simplified texts.</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Word banks with pictures or photographs.</p> <p>Use of writing frames to support children access activities.</p> <p>Pictorial timelines.</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>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.</p> <p>Simplified step by step instructions.</p> <p>Visual demonstrations.</p> <p>Model answers.</p> <p>Seating plans carefully considered in the classroom setting</p>

	Avoid and limit need to copy lots from the board – handouts printed or adapted		
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 and handle 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 and handling with care. Children given larger, less fragile objects</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.</p>	<p>If children believe they cannot be successful in class they may become frustrated and withdraw.</p> <p>Children may find certain lessons upsetting or triggering (for example lessons about war)</p>	<p>Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible.</p> <p>Ensure content being used in lesson is not overly distressing for any children in class.</p>

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

1. Use of dual coded resources.

2. Provide access to artefacts where appropriate to support children with SEN access learning
3. Language rich display to support vocabulary development and spelling