**SEND in my subject area – History**

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

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| **Cognition and Learning** | | **Communication and Interaction** | |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Conceptual understanding of chronology. | * Use of simplified visual activities to support children’s understanding. | * Language difficulties may make it difficult for children to participate in activities and access learning. | * Teacher / TA support for children during lessons to access learning. * Pre teach key vocabulary * Provide subject specific vocabulary on working wall and in power boxes |
| * Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers) | * Use of dual coded resources. * Additional support during lessons | * Difficulties with processing language. | * Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week * Simplified step by step instructions including visuals * Now and next board to help chunk the learning within the lesson. * Dual coded resources |
| * Low attainment in literacy can present barriers to activities. | * Adapt learning to provide shorter, simplified texts. * Teacher / TA support for children during lessons to access learning. * Use of writing frames to support children access activities. * Use seesaw to capture and record children’s verbal responses. |  |  |

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| **Physical and Sensory** | | **Social Emotional and Mental Health** | |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Children with sensory impairments may find it difficult to observe historical artefacts | * Teacher / TA support for children during lessons to access artefact observation. * Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning. | * If children believe they cannot be successful in class, they may become frustrated and withdraw. | * Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible. |
| * Day trips to museums or places of historical significance may be difficult. | * When planning school trips ensure facilities are appropriate and accessible for all children. | * Children may find certain lessons upsetting or triggering (for example lessons about war) | * Ensure content being used in lesson is not overly distressing for any children in class. * Teaching staff have a clear understanding of the children’s backgrounds and are able to adapt lessons accordingly |
| * Children with visual or auditory impairment may have related challenges to accessing lessons | * Provide alternatives so all children are able to access the lesson e.g. use pictures of the artefact if they don’t want to touch |  |  |