**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
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| * 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
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| * 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.
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| * 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
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| * 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
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