



Supporting SEND Children within History

Cognition and Learning	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>Use of simplified visual activities to support children's understanding.</p> <p>Use of simplified, dual coded resources. Potentially additional support during lessons. Use of visual shorthand.</p> <p>Adapt to provide shorter, simplified texts.</p> <p>Use of kagan groups and talk partners to provide further peer support.</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Use of writing frames to support children access activities.</p>
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	<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. Could use questions or recaps.</p> <p>Simplified step by step instructions. Include by use of visual shorthand.</p>



Sensory and Physical	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. Specific directed questioning drawing their attention to what is needed</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. Risk assessment from venues to help overcome this.</p>
SEMH	Subject Challenges for SEND	Provision for SEND
	<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. Being aware of the children’s backgrounds and develop strong</p>



		relationships. Pre-warn the children of anything coming up so they can talk through beforehand.
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 4. Effective communication with parents/carers through discussions and IEPs	