



SEND provision in History

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/written work • Poor memory and recall skills • Recording written work or feedback to listening/appraising activities • Poor sequencing skills – understanding the steps modelled • Linking learning 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi sensory reinforcement. • Use of overlays, coloured paper • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use of writing frames, cloze passages • Use word banks which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows – explicit links to prior learning • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Give additional time for processing • Use of task boards – tick list of steps • Remove writing/reading expectations – use multiple choice, use pictures • Alternative methods of recording – drawing, voice recording, typing, mind 	<ul style="list-style-type: none"> • Being able to use expressive language • Understanding and using new topic vocabulary. • Word finding difficulties • Following instructions and sequences. • Levels of concentration • Limited language will affect written work • Comparisons between places or people can create barriers for pupils with communication impairments because of the language needed to conceptualise how a place is the same as or different from somewhere else 	<ul style="list-style-type: none"> • Use different forms of communication • Have pre-arranged prompts • Use visual support • Pre-teaching of new vocabulary prior to the lesson • teach new history vocabulary explicitly in context • Send vocabulary word mats home before the topic begins • Limit vocabulary to that which is necessary to ensure progress • Limit instructions – use short steps • Social stories. • Children are allowed time to discuss the answers to questions, and evaluate work with peers • Children with communication impairments are given time to think about questions before being required to respond. • Range of multi-sensory approaches to support language – symbols, pictures, concrete apparatus, artefacts, IT, role play • Prompt cards to help with understanding of question words • Word finding strategies • Support written work if child has limited language – matching activity, missing words, sticking

	<p>maps, symbols, use of a scribe, matching activity, sticking activity, missing words</p> <ul style="list-style-type: none"> • Minimise copying from the board • Pre teaching of vocabulary • Pre learning tasks • Dual coding • Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for pupils with an SEN who find text-based work difficult. In this case, written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils • Use of sentence starters • Provide connectives to support pupils to link ideas 		<p>activities, scribes, drawings, mind map</p> <ul style="list-style-type: none"> • Provide sentence starters • Provide connectives to support pupils to link ideas • Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels for different pupils
--	--	--	--

Physical and/or Sensory	Social, Emotional and Mental Health
--------------------------------	--

Learning Challenge	Provision	Learning Challenge	Provision
---------------------------	------------------	---------------------------	------------------

<ul style="list-style-type: none"> • Videos with over stimulating or challenging themes • Difficulties with fine and gross motor skills • Difficulties with planning • Organisational skills • Hearing impairment • Visual impairment • Colour vision deficiencies • Physical needs 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress • Adapted equipment • Use of hand over hand • Consider seating position for hearing/vision impaired pupils • Consider lighting/blinds • Multi-sensory learning • Reduce need to copy from board (visual impairment) • Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • No resilience - feeling they aren't any good – resulting in lack of care and effort • Difficulty concentrating and maintaining attention to a task • Difficulties sitting still • Hypervigilance 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Pre-teaching • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work – be proud. • Chunking work into smaller steps • Visual support • Task boards • Movement breaks • Use of fiddle toys/wobble cushions • Provide opportunities for multi-sensory learning
---	--	--	---

- Allow the child plenty of space to work
- Gain pupil's attention before important information is given
- Keep background noise to a minimum

- Ensure tools are easily accessible
- Use of sandtimers
- Use of safe space
- Use motivational initial stimuli to engage pupils in a history activity, eg mysteries, storytelling, visual puzzles

