

## SEND in my subject area: History

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



| Cognition and Learning                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                      | Communication and Interaction                                                                                                                                   |                                                                                                                                                                                                                                                                                                    |
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| 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>Children might require 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>Adapt to provide shorter, simplified texts.</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Use of writing frames to support children access activities if required.</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>If required the Teacher / TA may support children individually or in small groups 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 if required.</p> |

| Physical and sensory                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                  | Social Emotional and Mental Health                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 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 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 present challenges which will may need risk assessment or an individualised approach.</p> | <p>Teacher / TA support for children during lessons to access artefact observation if required.</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, or whether adaptations can be made.</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> <div> <p>“Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.”</p> <p><b>SEN in Mainstream guidance report, EEF, 2020</b></p> </div> |

### What can 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