

## 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	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information / meaning of vocabulary	Retrieval questions to be used at the beginning of each lesson and within lessons where appropriate. Pre-teach to understand vocabulary that will arise in the lesson. Word banks are displayed on the wall within classes to revise and regularly recap.	Difficulties using language / expressing themselves	Sentence starters / modelled language. Dictated sentences for those who require support with independent sentences. Stem sentences / repetition Partner talk My turn-Our turn-Your turn
Literacy Skills – ability to read/write information e.g. in timelines, diary extracts;	Labels with picture cues, word banks Scaffolding Writing frames Alternative recording method (mind map, video, photographs, poster, adult scribe) Adult support, peer support (mixed ability pairing supports) Clicker access Inprint resources Use of talk tins/tiles Use of muddled sentences Cloze procedure Sentences openers Reducing lengths of sources in terms of reading. Grow the code mat	Difficulties with processing language	Opportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagram. Think, pair and share. Talk tins/tiles to structure and rehearse sentences (teacher recorded and pupil recorded)  Simplified step by step instructions. Chunking. Pictorial prompts Model – do Time to formulate information / answers
Numeracy Skills – ability to create / read timelines etc.	Shorter timescales, practical rather than written Use of practical timelines to show chronology		
Conceptual Understanding difficulties	Pre-teach opportunities Adaptive teaching – allow small groups for overlearning opportunities. Provide worked examples to use as a model for independent work Role play and dramatisation		
Children with dyslexic tendencies	Coloured overlay Coloured background on screens Usual dyslexic support given when reading / writing		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	Usual supports must be available: pencil grip sloping board and non-slip mat writing frames scaffolds scribe	Children who struggle to maintain attention	Fast paced lessons, model and do approach to teaching, use of interactive resources Opportunities to move – give out books, maps etc Non-verbal reminders

Children with gross motor difficulties	<p>cut up sentences</p> <p>All children must be able to access a planned activity / field trip with their normal support available</p>	Anxiety	<p>Seating plans</p> <p>Wobble cushion</p> <p>Bite/chew chains</p> <p>Fidget toys</p> <p>Ear defenders</p>
Children with hearing difficulties	<p>Seating plan – ensure children are seated where they can hear and see the adult</p> <p>Picture prompts</p> <p>Adult check ins</p> <p>Adult repeat back other children’s answers that may not be heard</p> <p>Hearing loop to assist hearing-impaired pupils.</p>	Children who have difficulty with transitions and routines	<p>Advance preparation for how the lesson will run</p> <p>Now and next strategy</p> <p>Visual timetables</p> <p>Advance preparation for visits to ensure children’s needs are carefully considered for transitions between places and activities.</p>
Children with visual difficulties	<p>Seating plan – can they see the board?</p> <p>Enlarged resources</p> <p>Adult check-ins</p> <p>Clear paths to navigate the classroom.</p>		