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 |
| Retaining information / meaning of vocabulary  Literacy Skills – ability to read/write information e.g. in timelines, diary extracts; difficulties with writing  Numeracy Skills – ability to create / read timelines etc.  Conceptual Understanding difficulties  Children with dyslexic tendencies | Retrieval questions to be used at the beginning of each lesson and within lessons where appropriate.  Pre-teach to understand vocabulary or subject content.  Word banks – children can be involved in selecting the vocab  Labels with picture cues, word banks  Scaffolding  Writing frames  Alterative recording method (mind map, video, photographs, poster, adult scribe, journaling technique) Adult support, peer support (mixed ability pairing supports)  Pre-teach activities  Clicker 7 access  Shorter timescales, practical rather than written  Pre-teach opportunities  Adaptive teaching – allow small groups for overlearning opportunities  Provide worked examples to use as a model for independent work  Coloured overlay  Coloured background on screens  Usual dyslexic support given when reading / writing | Difficulties using language / expressing themselves  Difficulties with processing language | Sentence starters / modelled language.  Stem sentences / repetition  Partner talk  My turn-Your turn  Opportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagram  Paired presentation  Different roles in a group e.g presenter, researcher, interviewer, writer  Simplified step by step instructions.  Chunking.  Pictorial prompts  Model – do  Time to formulate information / answers |
| 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  Children with gross motor difficulties  Children with hearing difficulties  Children with visual difficulties | Usual supports must be available: pencil grip  sloping board  writing frames  scaffolds  scribe  journaling  cut up sentence  All children must be able to access a planned activity / field trip with their normal support available    Seating plan – ensure children are seated where they can hear and see the adult  Picture prompts  Adult check ins  Adult repeat back other children’s answers that may not be heard  Seating plan – can they see the board?  Enlarged resources | Children who struggle to maintain attention  Children who have difficulty with transitions and routines | Fast paced lessons, model and do approach to teaching, use of interactive resources  Opportunities to move – give out books, maps etc  Non-verbal reminders  Seating plans  Advance preparation for how the lesson will run  Now and next strategy  Advance preparation for practical / field work – ensure they are aware of the location and feel supported by a familiar adult |