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 vocabularyLiteracy Skills – ability to read/write information e.g. in timelines, diary extracts; difficulties with writingNumeracy Skills – ability to create / read timelines etc.Conceptual Understanding difficultiesChildren 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 vocabLabels with picture cues, word banksScaffoldingWriting framesAlterative recording method (mind map, video, photographs, poster, adult scribe, journaling technique) Adult support, peer support (mixed ability pairing supports) Pre-teach activitiesClicker 7 accessShorter timescales, practical rather than writtenPre-teach opportunitiesAdaptive teaching – allow small groups for overlearning opportunitiesProvide worked examples to use as a model for independent workColoured overlayColoured background on screensUsual dyslexic support given when reading / writing | Difficulties using language / expressing themselvesDifficulties with processing language | Sentence starters / modelled language.Stem sentences / repetitionPartner talkMy turn-Your turnOpportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagramPaired presentationDifferent roles in a group e.g presenter, researcher, interviewer, writerSimplified step by step instructions.Chunking.Pictorial promptsModel – doTime 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 difficultiesChildren with gross motor difficultiesChildren with hearing difficultiesChildren with visual difficulties | Usual supports must be available: pencil grip sloping boardwriting framesscaffoldsscribejournalingcut up sentenceAll 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 adultPicture promptsAdult check insAdult repeat back other children’s answers that may not be heardSeating plan – can they see the board?Enlarged resources | Children who struggle to maintain attentionChildren who have difficulty with transitions and routines | Fast paced lessons, model and do approach to teaching, use of interactive resourcesOpportunities to move – give out books, maps etcNon-verbal remindersSeating plansAdvance preparation for how the lesson will runNow and next strategyAdvance preparation for practical / field work – ensure they are aware of the location and feel supported by a familiar adult |