



SEND in History

What is in place for teaching History to children with SEND so they can shine as lights in the world.

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Conceptual understanding of chronology. Low attainment in numeracy can present a barrier to timelines/data handling (particularly those requiring understanding of negative numbers). Low attainment in literacy can present barriers to activities. Texts using older forms of language can increase literacy barriers. 	<ul style="list-style-type: none"> Use of simplified visual activities to support children's understanding. Use of simplified, dual coded resources. Mixing groups to support during lessons. Provide shorter, simplified texts. Teacher / LSA support for children during lessons to access learning. Use of writing frames to support children access activities. 	<ul style="list-style-type: none"> Language difficulties may make it difficult for children to participate in activities and access learning. Difficulties with processing language. 	<ul style="list-style-type: none"> Teacher / LSA support for children during lessons to access learning. Opportunities for retrieval to reinforce learning, through accessible low stakes tasks each week. Simplified step by step instructions. Simplified and summarised sources used. Use physical/photographic/physical sources alongside/instead of written sources.

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> • Children with sensory impairments may find it difficult to observe historical artefacts. • Children with visual or auditory impairment may have related challenges to accessing lessons. • Day trips to museums or places of historical significance may be challenging. 	<p>Teacher / LSA support for children during lessons to access artefact observation.</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.</p>	<ul style="list-style-type: none"> • If children believe they cannot be successful in class they may become frustrated and withdraw. • Children may find certain lessons upsetting or triggering (for example lessons about war) 	<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>

Non-negotiables that need to be in place in all lessons/classrooms when teaching History:

1. **High challenge/low threat activities.**
2. Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
3. **Memory aids are used**- dual coding, writing frames, word banks, learning walls etc.

