

SEND PROVISION IN HISTORY

<i>Cognition and Learning</i>		<i>Communication and Interaction</i>	
<i>Learning Challenges</i>	<i>Provision</i>	<i>Learning Challenges</i>	<i>Provision</i>
<ul style="list-style-type: none"> • Accessing reading/written historic accounts / evidence etc. • Poor memory and recall skills • Recording written investigations or findings. • Poor sequencing skills and chronological understanding 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi-sensory reinforcement and photographs (if available) and a greater emphasis on aural memory skills. • Use word banks which include pictures – widget • Dyslexia friendly environment, • Scribing • Use of technology (e.g. Seeing AI, Microsoft Lens) • A working wall showing skills developed in each lesson and how successive lessons or topics link together both chronologically and advancement of skills including symbols, images or objects to make it more accessible. Repeat or display important information. • Use of ICT to reduce the need for pupils to rely on their short- or long-term memories. • New learning fits into the framework of what the pupil already knows. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions • Smart grouping: pairing with a more able reader/writer. • Build in lots of repetition. 	<ul style="list-style-type: none"> • Following instructions • Understanding and using new topic vocabulary • Lower than expected levels of expressive vocabulary – 'they can't find the words' 	<ul style="list-style-type: none"> • Give instructions as a step by step basis • Refer to knowledge organisers stuck into their books at the beginning of each new topic and send these home, before the unit, as they will contain new vocabulary • Pre-teaching of new vocabulary prior to lesson. • Limit vocabulary to that which is necessary to ensure progress. • Have vocabulary learned and used displayed on the working wall. • Social stories • Children are allowed time to discuss the answers to questions with peers • Children with communication impairments are given time to think about questions before being required to respond

<i>Physical and/or Sensory</i>		<i>Social, Emotional and Mental Health</i>	
<i>Learning Challenge</i>	<i>Provision</i>	<i>Learning Challenge</i>	<i>Provision</i>
<ul style="list-style-type: none"> • Videos with overstimulating or challenging themes • Poor motor control (when using equipment for historical investigations e.g. archaeological digs) • Hearing impairment • Visual impairment • Overly sensitive to sound/ noise • Overly sensitive to touch/textures of items 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T • Support with group work to avoid conflict/sensory overload • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress • Use of subtitles where necessary • Opportunities to learn about history through physical contact where possible and relevant 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • Anxiety towards new or sensitive themes. 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support and to avoid conflict • Some children could work individually • Pre teaching and discussing the responses to unit – when necessary • Clear rules and expectations, consistent boundaries, rewards and sanctions • Pre teach challenging concepts/ themes/ vocab in advance to prepare children fully.

