



Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
<ul style="list-style-type: none">• Reading resources/ source materials.• Recording of work using paper and pencil methods.• Understanding the concept of time/ passage of time.• Ordering dates and understanding timelines.	<p>Highlighting of key points to cue children in. (For example, in a lesson on the Saxons, key information was narrowed down to allow children to not be overloaded by information.)</p> <p>•Enlarging text and copying onto different coloured paper.</p> <p>Whole class reading of source materials to support understanding. (When learning about the Great Fire of London, an adult or more able child read the text for the class to discuss.)</p>	<ul style="list-style-type: none">• Complex subject specific vocabulary/ new vocabulary.• Participation in lessons which are largely discussion based.	<ul style="list-style-type: none">• Pre-teaching of key vocabulary.• Support key vocabulary with Makaton (as appropriate) signs and with symbols/visuals. (For example, key knowledge and understanding of the world topic word are taught in Makaton to children with communication needs in reception.)



SEND in my Subject Area: History

Provision in place to support children with SEND

	<ul style="list-style-type: none">•Use of visual and audio sources. (For example, during a unit on the Victorians, children watched a re- enactment video clip of children talking about life as a Victorian child at school.)•Shared reading opportunities to give children opportunity to practise.•Adapting reading materials such that they match pupils reading age/ability.•Alternative methods of communication such as comic strips, pictures, annotated drawings and use of i-pads. (For example, in a lesson on the Great Fire of London, some children presented their findings with annotated pictures whilst others wrote a short non-chronological report.)		<ul style="list-style-type: none">• Assess child's level of prior knowledge and vocab before the topic.• Enable additional thinking/processing time.• Give the child a whiteboard or method of jotting down ideas to support their participation.• Communication prompts to signal 'agree/disagree/I have a question' using nonverbal methods.
--	--	--	---



SEND in my Subject Area: History

Provision in place to support children with SEND

	<ul style="list-style-type: none">•Use of peer scribe, adult scribe, my turn your turn approaches.•Broken down success criteria•Scaffolds for writing.•Visual timelines with known points in history from prior learning and key points of reference.(For example when learning about events from The Great Fire of London, children physically made the timeline.)•Key 'time' vocab provided - before, after, past, - Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century) (Examples of these are seen on classes topic boards)		
--	--	--	--



SEND in my Subject Area: History

Provision in place to support children with SEND

Physical and Sensory		Social, Emotional and Mental Health	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
<ul style="list-style-type: none">• Being able to view artefacts and other visual resources.• Sensory overload (feeling of old objects).• Unusual/ unexpected noises (wartime topics in particular).	<p>Allow children to feel artefacts if possible/allowed. (For example, during the Great Fire of London topic children physically made the streets close together.)</p> <ul style="list-style-type: none">• Enlarged pictures/texts/detailed descriptions which paint a picture of an object.• Prior warning of anything unexpected. (For example, during the work on 'the black plague.' Children were warned about the mask and cloaks worn at the time.)	<ul style="list-style-type: none">• Talking about the past could be a trigger for children when talking about their own past/ history.• Talking about particular topics in history such as wartime topics could be a potential trigger for some children.	<ul style="list-style-type: none">• Prior warning of any sensitive topics. (For example in work based on World War 2)• Liaison with parents/carers in advance of any sensitive/triggering topics.• Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed.



SEND in my Subject Area: History

Provision in place to support children with SEND

	<ul style="list-style-type: none">•Gloves to handle objects if sensory.•Removal to a space away from any smells.•Option to observe artefacts from a distance and relate/compare to a printed photo of the objects.. •Consider pupil sensory audits and adaptations.		
--	--	--	--