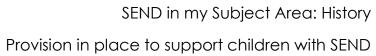
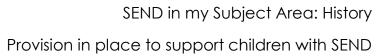


Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
Reading resources/ source materials.	Highlighting of key points to cue children in. (For example, in a lesson on the Saxons, key	 Complex subject specific vocabulary/ new vocabulary. 	Pre-teaching of key vocabulary.
 Recording of work using paper and pencil methods. 	information was narrowed down to allow children to not be overloaded by information.)	 Participation in lessons which are largely discussion based. 	 Support key vocabulary with Makaton (as appropriate) signs and with symbols/visuals.
 Understanding the concept of time/ passage of time. 	•Enlarging text and copying onto different coloured paper. Whole class reading of source		(For example, key knowledge and understanding of the world topic word are
Ordering dates and understanding timelines.	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.)		taught in Makaton to children with communication needs in reception.)





·Use of visual and audio sources. (For example, during a		Assess child's level of prior knowledge and
unit on the Victorians, children watched a re- enactment video	•	vocab before the topic.
clip of children talking about	• {	Enable additional
life as a Victorian child at school.)		thinking/processing time.
·Shared reading opportunities to give children opportunity to		Sive the child a whiteboard or method
practise.		of jotting down ideas to support their
·Adapting reading materials	ı	participation.
such that they match pupils		
reading age/ability.		Communication prompts to signal
·Alternative methods of	١	agree/disagree/I have a
communication such as comic		question' using nonverbal
strips, pictures, annotated	t	methods.
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.)		





·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)	





Physical and Sensory		Social, Emotional and Mental Health	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
 Being able to view artefacts and other visual resources. Sensory overload (feeling of old objects). Unusual/ unexpected noises (wartime topics in particular). 	Allow children to feel artefacts if possible/allowed. (For example, during the Great Fire of London topic children physically made the streets close together.) •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.)	 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. 	 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

•Gloves to handle objects if sensory. •Removal to a space away from	
 Option to observe artefacts from a distance and relate/compare to a printed photo of the objects. 	
. •Consider pupil sensory audits and adaptations.	