



## SEND in my subject area: History

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Retaining information / meaning of vocabulary</p> <p>Literacy Skills - ability to read/write information e.g. in timelines, diary extracts; difficulties with writing</p>	<p>Retrieval questions to be used at the beginning of each lesson and within lessons where appropriate.</p> <p>Pre-teach to understand vocabulary or subject content.</p> <p>Word banks - children can be involved in selecting the vocab</p> <p>Labels with picture cues, word banks</p> <p>Scaffolding</p> <p>Writing frames</p> <p>Alternative recording method (mind map, video, photographs, poster, adult scribe, journaling technique) Adult support, peer support (mixed ability pairing supports)</p> <p>Pre-teach activities</p>	<p>Difficulties using language / expressing themselves</p> <p>Difficulties with processing language</p>	<p>Sentence starters / modelled language.</p> <p>Stem sentences / repetition</p> <p>Partner talk</p> <p>My turn-Your turn</p> <p>Opportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagram</p> <p>Paired presentation</p> <p>Different roles in a group e.g presenter, researcher, interviewer, writer</p> <p>Simplified step by step instructions.</p> <p>Chunking.</p> <p>Pictorial prompts</p> <p>Model - do</p>

<p>Numeracy Skills - ability to create / read timelines etc.</p> <p>Conceptual Understanding difficulties</p> <p>Children with dyslexic tendencies</p>	<p>Clicker 7 access</p> <p>Shorter timescales, practical rather than written</p> <p>Pre-teach opportunities Adaptive teaching - allow small groups for overlearning opportunities Provide worked examples to use as a model for independent work</p> <p>Coloured overlay Coloured background on screens Usual dyslexic support given when reading / writing</p>		<p>Time to formulate information / answers</p>
<p style="text-align: center;">Physical and Sensory</p>		<p style="text-align: center;">Social Emotional and Mental Health</p>	
<p style="text-align: center;">Subject challenges for SEND</p>	<p style="text-align: center;">Provision for SEND</p>	<p style="text-align: center;">Subject Challenges for SEND</p>	<p style="text-align: center;">Provision for SEND</p>
<p>Children with fine motor difficulties</p>	<p>Usual supports must be available: pencil grip sloping board writing frames scaffolds scribe journaling cut up sentence</p>	<p>Children who struggle to maintain attention</p>	<p>Fast paced lessons, model and do approach to teaching, use of interactive resources Opportunities to move - give out books, maps etc Non-verbal reminders Seating plans</p>

<p>Children with gross motor difficulties</p>	<p>All children must be able to access a planned activity / field trip with their normal support available</p>	<p>Children who have difficulty with transitions and routines</p>	<p>Advance preparation for how the lesson will run Now and next strategy</p>
<p>Children with hearing difficulties</p>	<p>Seating plan - ensure children are seated where they can hear and see the adult Picture prompts Adult check ins Adult repeat back other children's answers that may not be heard</p>		<p>Advance preparation for practical / field work - ensure they are aware of the location and feel supported by a familiar adult</p>
<p>Children with visual difficulties</p>	<p>Seating plan - can they see the board? Enlarged resources</p>		