

## Hunmanby Primary School

### SEND Provision – History

<u>Cognition and learning</u>		<u>Communication and interaction</u>	
<u>Subject challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>The ability to explain a historical concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic historical information e.g. the start and end date of WWII.</p> <p>Reading/studying of case studies/historical artefacts.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach can be used to revisit key historical information as well as planned retrieval questions. The use of ‘hooks’ at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals. Share information in different ways e.g. via BBC bitesize videos rather than a written text. Allow children to explore physical artefacts where possible.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources / learning.</p>	<p>Stem sentences can be used to enable children to accurately communicate their thoughts and opinions.</p> <p>Alternative recording devices can be used e.g., whiteboards/Chromebooks to share thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking direct questions.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Adapted written resources can be supported by visuals and could be translated using word.</p>

<p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. diary entry of a war evacuee.</p> <p>The ability to sequence historical events in chronological order.</p>	<p>Specific subject vocabulary could be pre-taught.</p> <p>Writing frames can be used, 'fill in the blanks', sentence starters etc.</p> <p>Children can record work differently e.g., through the use of ICT.</p> <p>Draw children's attention to the place value of numbers to aid understanding of chronology. Use timelines within the classroom to link to prior learning to aid the understanding of chronology.</p>		
<p><b>Sensory and Physical</b></p>		<p><b>Social, Emotional and Mental Health</b></p>	
<p><u>Subject challenges for SEND</u></p>	<p><u>Provision for SEND</u></p>	<p><u>Subject Challenges for SEND</u></p>	<p><u>Provision for SEND</u></p>
<p>Physical difficulties accessing specific environments during history trips.</p> <p>Children with a visual impairment may find it difficult to view text /images/historical artefacts.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities. Ensure alternative transport is made for children if necessary. Both should be identified on a risk assessment.</p> <p>Ensure that the font size used in resources matches the specific font size specified in the child's report provided by outside agencies. Enlarge images to an appropriate size to aid access.</p>	<p>Low self-esteem in historical ability.</p>	<p>Showcase different work and a focus on the creation process rather than on the end result. Be conscious to praise effort rather than ability. Make use of learning objectives which focus on the specific skills.</p> <p>Vocabulary can be pre-taught so children feel prepared for the lesson.</p>

		<p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p> <p>Distress caused by difficult events e.g., WW2 which children may find triggering.</p>	<p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure that children have access to usual aides.</p> <p>Children to be prepared for change of environment e.g., change on visual timetable and photos/videos of environment to reduce anxiety.</p> <p>Discuss content of lessons with parents/children to ensure suitability and adapt lessons accordingly. Offer regular sensory breaks to allow children to regulate their emotions and debrief after lessons.</p>
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