

# SEND Areas of Need - History

Adaptations we make to teaching strategies and the learning environment, to ensure that all children have the best possible outcomes in History

<u>Communication &amp; Interaction Needs</u>	<u>Cognition &amp; Learning Needs</u>
<p>Children's achievements in History are celebrated in the environment to show work is valued and enhance self-esteem e.g display work.</p>	<p>Children's achievements in History are celebrated in the environment to show work is valued and enhance self-esteem e.g display work.</p>
<p>Children are seated away from distractions in a suitable space within the classroom.</p>	<p>Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson.</p>
<p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills e.g. knowledge organisers.</p>	<p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills eg knowledge organisers.</p>
<p>A variety of methods are used to record work e.g. scribes, tape recorders.</p>	<p>A variety of methods are used to record work e.g. scribes, tape recorders.</p>
<p>Verbal instructions are simplified, precise and direct.</p>	<p>A variety of table groupings are used so that children are able to draw on each other's strengths and skills.</p>
<p>Sensitive groupings give pupils opportunities to work alone or with others.</p>	<p>Resources for the lesson are readily available.</p>
<p>Time allowed to process questions/activities with use of shoulder partners.</p>	<p>Buff/pastel paper used for handouts.</p>
<p>Interests of the pupil are identified and used to motivate.</p>	<p>Working walls are used to display information visually eg key vocabulary with images to help.</p>
<p>Visual stimuli and objects/artefacts are utilised e.g. drawings, pictures, photographs.</p>	<p>Timelines used to enable pupils to put eras/concepts into a context.</p>
<p>Resources for the lesson are readily available.</p>	<p>Use of writing frames and key word maps.</p>
<p>Additional adults are used effectively, helping to develop independent approach to work.</p>	<p>Key vocabulary is displayed on the working wall and on word mats when writing is required.</p>
<p>History lessons are broken down into easily achievable steps.</p>	<p>Teachers demonstrate, model and reinforce new skills.</p>
<p>Start and finish times for tasks built in - use of timers to show length of time tasks need to be completed.</p>	<p>Talk partners are used to allow time for thought. Pupils are encouraged to use their oral ability and participate in class discussion.</p>
	<p>Time given to orally rehearse written responses.</p>
	<p>Additional adults are used effectively.</p>
	<p>Knowledge organisers are used to support the learning of key facts. These are referred to in every lesson.</p>

### Social, Emotional & Mental Health Needs

Children's achievements in History are celebrated in the environment to show work is valued and enhance self-esteem e.g display work.

Children are seated away from distractions in a suitable space within the classroom, near to the teacher.

Pre-teaching opportunities are provided to ensure children have prior knowledge and skills e.g knowledge organisers.

Resources for the lesson are readily available.

A variety of methods are used to record work e.g scribes, tape recorders, computer/laptop/ipad.

History lessons are broken down into easily achievable steps.

Verbal instructions are simplified, concise and direct.

Timers used to show length of time needed to complete tasks.

Group work can be restricted to one other pupil only.

Knowledge organisers are used to support the learning of key facts. These are referred to in every lesson.

Retrieval tasks each lesson to help memorise key facts and vocabulary, and review concepts.

Additional adults are used effectively.

### Sensory & Physical Needs

Children's achievements in History are celebrated in the environment to show work is valued and enhance self-esteem e.g display work.

Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson. e.g. to ensure good visual contact for lip reading.

Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.

Equipment is readily available and within easy reach.

Additional adults are used effectively.

History lessons are broken down into easily achievable steps.

A variety of table groupings are used so that children are able to draw on each other's strengths and skills.