

SEND Provision - History

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



<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<p>Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.</p>	<p>Pre-teaching of vocabulary, key skills and ideas. Ensure key vocabulary is visible - knowledge organisers/word bank.</p>
<p>Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.</p>	<p>Repetition and revisiting of taught concepts to ensure secure knowledge - mini quizzes, fact recall, etc. Links to prior learning are explicitly made.</p>
<p>Key vocabulary is identified in planning and is emphasised throughout learning sessions. Adapted Knowledge organisers and vocabulary mats are provided.</p>	<p>Additional overlearning opportunities for children who struggle with chronology - number prompts and specific vocabulary (BCE, BC, AD).</p>
<p>Checklists/Task Lists/Task Planners and scaffolding formats are in place to help with organising work.</p>	<p>Use of display/ knowledge organisers to aid recall of focus learning and timelines to support chronology.</p>
<p>Question prompts and example sentence starters given to promote discussion.</p>	<p>Clear modelling of tasks. Make it visual - use of pictures, diagrams, textbooks, photographs, etc.</p>
<p>Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.</p>	<p>Concrete resources (artefacts) to support learning. Leave resources accessible in classroom for overlearning to occur independently.</p>
<p>Lots of opportunities for talking partners and real artefacts to encourage 'awe' and 'wonder' responses.</p>	<p>Teach the use of learning aids so pupil can use these independently. These could include comic strips and writing frames.</p>
<p>Multi-sensory approaches are used to support spoken language (visual prompts, drama/role play).</p>	<p>Offer alternative methods of recording e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps.</p>
<p>Opportunities to pre-meet visitors to school to prepare for changes in the curriculum.</p>	<p>Range of coloured overlays available.</p>
<p>Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required. Work station in place (as required).</p>	<p>Adaptations for presentations (colour of background, printing out presentation, font).</p>
<p>Teacher and support staff employ method of communication appropriate to need.</p>	<p>Avoid the need for copying lots of information. Notes can be printed off or adult can be used as a scribe.</p>
<p>TAs are used effectively (where available) to explain language used and to help understand questions.</p>	<p>Prepare learning objectives in SEN pupils' books prior to session (pre-write or use labels).</p>
<p>Pupil is only asked to read aloud texts in class they are comfortable with/have pre-prepared.</p>	<p>Using apps in lesson to support learning and knowledge (PicCollage).</p>
<p>Speak to pupils and explain about the structure of the day - break character to reassure them (Victorian Day).</p>	<p>Using photographs and video to record work - iPad. Dictate on Microsoft Word helps with writing.</p>
	<p>Using drama e.g. Hot seating and interview, Conscience Alley.</p>
	<p>Provide opportunities for cross-curricular experiences - maths and timelines, etc.</p>

<p><u>Social, Emotional and Mental Health</u></p> <p>Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.</p> <p>Provide access to sensory materials (e.g. fiddle toy) as appropriate.</p> <p>Use positive approaches, identify pupil strengths and praise these.</p>	<p><u>Physical and/or Sensory</u></p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p> <p>Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.</p> <p>Appropriate risk assessments to be carried out before fieldwork</p> <p>Ensure pupil is seated in the most appropriate position taking into account the child's specific need.</p>
<p>Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.</p> <p>Be mindful of trigger points for specific children and how this may impact upon their learning.</p> <p>Ensure resources for task are readily available.</p> <p>Incorporate tasks which allow movement/sensory movement breaks into daily planning.</p> <p>Use a visual timer to extend time on task/to measure time on task.</p>	<p><u>Visual</u></p> <p>Adapted books (bold lines).</p> <p>Print resources on coloured paper.</p> <p>Enlarge historical evidence and text, ensuring quality of original document is not compromised.</p> <p>Use of physical artefacts wherever possible.</p> <p>Ensure pupils have their own copy of a text.</p> <p>When explaining to the class, reading aloud as you write on the board.</p> <p>Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard, etc.</p> <p>Intersperse spells of visual activity with less demanding tasks.</p>
<p>Advance warning of changes to regular events and opportunities to pre-meet visitors.</p> <p>Using specific areas of interest or give a role of responsibility to raise self-esteem.</p> <p>Allow to doodle/make notes/mind maps when listening.</p> <p>Dressing up for History days - be mindful of making it optional.</p> <p>Transition times are carefully managed, with rules explained and practiced.</p> <p>Language of choice (two choices given).</p> <p>Chunking of learning.</p> <p>Use of visuals and Checklists.</p>	<p><u>Hearing</u></p> <p>Make sure adult's face is always clearly visible and that everybody in the group can be seen.</p> <p>Subtitles should be switched on when videos.</p> <p>Use of audio books, poetry, speeches, distinctive sounds (sirens), radio documentaries, songs, etc.</p> <p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Gain pupil's attention before giving important information.</p> <p>Keep background noise to a minimum.</p> <p>If required, consider slowing speech rate a little, keeping natural fluency.</p> <p>Repeat contributions from other children as their voices may be unclear.</p> <p>Divide listening time into short chunks (when possible).</p> <p>Key words are written on board to provide focus to vocabulary used in introduction and conclusion.</p>
<p>Kinaesthetic approaches.</p> <p>Calming music- could be related to history topic.</p> <p>Use of ear defenders.</p>	<p><u>Physical</u></p> <p>Use of writing slope.</p> <p>Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.</p> <p>Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.</p> <p>Use alternative methods of recording.</p> <p>Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit for long periods of time - role-play, card sorting, modelling structures.</p>