

# Oakdene Primary Academy



## SEND Provision in History

### Cognition & Learning

### Communication & Interaction

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing reading/ written historic accounts/ evidence etc.</li> <li>• Poor memory and recall skills</li> <li>• Recording written investigations or findings</li> <li>• Poor sequencing skills and chronological understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Use of symbols, larger print, multisensory reinforcement and photographs (if available)</li> <li>• Use word banks which include pictures</li> <li>• Dyslexia friendly environments—overlays, coloured paper (avoid white paper) and phonetic dictionary</li> <li>• Scribing—if needed</li> <li>• Use of technology to record if needed</li> <li>• Use of ICT to reduce the need for pupils to rely on their short term or long term memories</li> <li>• New learning fits into the framework of what the pupils already know.</li> <li>• A range of sources of assessment, including individual pupils' successes in the lesson taking account of their oral contributions.</li> <li>• Mix ability grouping: pairing with a more able reader/writer</li> <li>• Build in lots of repetition</li> <li>• Visual timeline visible for children to</li> </ul>	<ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Understanding and using new topic vocabulary</li> <li>• Lower than expected levels of expressive vocabulary - 'they can't find the words'</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions as a step by step basis</li> <li>• Refer to knowledge organisers stuck into their books at the beginning of each new topic.</li> <li>• Pre-teaching of new vocabulary prior to lesson—children know key vocabulary needed for each lesson to limit processing</li> <li>• Children are allowed time to discuss the answers to questions with peers</li> <li>• Children with communication impairments are given time to think about questions before being required to respond</li> <li>• Mix ability grouping: pairing with a more able pupil to model communication</li> </ul>

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## SEND Provision in History

### Physical and/or Sensory

### Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>•Videos with overstimulating or challenging themes</li> <li>•Poor motor control (when using equipment for historical investigations e.g. archaeological digs)</li> <li>•Hearing impairment</li> <li>•Visual impairment</li> <li>•Overly sensitive to sound/ noise</li> <li>•Overly sensitive to touch/textures of items</li> </ul>	<ul style="list-style-type: none"> <li>•Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T</li> <li>•Support with group work to avoid conflict/sensory overload</li> <li>•Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress</li> <li>•Use of subtitles where necessary</li> <li>•Opportunities to learn about history through physical contact where possible and relevant</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding own thoughts and contrasting with those of others</li> <li>•Working effectively as part of a group</li> <li>•Anxiety towards new or sensitive themes.</li> </ul>	<ul style="list-style-type: none"> <li>•Some children work at their own stations or participate in partners rather than a small group.</li> <li>•Pre teaching and discussing the responses to unit – when necessary</li> <li>•Clear rules and expectations, consistent boundaries, rewards and sanctions</li> <li>•Pre teach challenging concepts/ themes/ vocab in advance to prepare children fully.</li> </ul>

Communication  
& Interaction

SPLD e.g. Dyslexia  
Moderate Learning Difficulties  
Severe Learning Difficulties  
Profound & Multiple learning difficulties



SEND  
Areas of Need

Cognition  
&  
Learning

Dyspraxia  
Physical Disability  
Visual Impairment  
Hearing Impairment  
Multi-Sensory Impairment  
Sensory Processing Disorder

Sensory and/or  
Physical Needs

Social, Emotional &  
Mental Health  
Difficulties

Autism Spectrum Disorder (ASD)  
Speech, Language & Communication Needs (SLCN)

Attention Deficit Hyperactivity Disorder (ADHD)  
Attention Deficit Disorder (ADD)  
Oppositional Defiance Disorder (ODD)  
Depression  
Anxiety  
Eating Disorders  
Self Harm  
Behavioural, Emotional and Social Difficulties (BESD)