

## Adaptations for children with SEND in History

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary</li> <li>● Identify key vocabulary being taught and ensure understanding</li> <li>● Children given copies of what is on board so that they are not required to copy</li> <li>● Repetition of teaching of key vocabulary to ensure overlearned</li> <li>● vocabulary displayed on Working Wall and word mats given</li> <li>● Build on existing learning – what did we learn last week, what will we learn next?</li> <li>● Writing frames given to support recording</li> <li>● Use of drama and ICT to record understanding – video role play, speech to text, photos</li> <li>● Key learning points reviewed</li> <li>● Alternative ways to show understanding – use of visuals to finish sentences, annotated drawings, diagrams, mind maps, discussion,</li> <li>● Coloured background when using whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>● Now and Next boards</li> <li>● Checklists to help with organisation</li> <li>● Structured routine in the lesson</li> <li>● Use of visuals</li> <li>● Regularly model the use of key vocabulary in sentences so that learners can hear them being used in the correct context.</li> <li>● Use questioning to recap the meaning of key terminology on a regular basis and actively encourage learners to apply terms in class discussion and written work, so that they become part of the learner's everyday language.</li> <li>● Multi-sensory approach to support spoken language – pictures, concrete resources, role play, use of artefacts and pictures</li> <li>● Instructions in manageable chunks</li> <li>● Slow down delivery to allow processing time – time to talk</li> <li>● Display key vocabulary on a working wall for learners to access each lesson or display terms that will be used in the lesson on the board for learners to refer to.</li> <li>● Speech frames given to support</li> <li>● Talk partners used</li> <li>● Mixture of collaborative and independent work</li> </ul>
Sensory and Physical Needs	Social, Emotional and mental Health difficulties
<ul style="list-style-type: none"> <li>● Careful seating arrangements</li> <li>● Visual: Coloured background when using whiteboard</li> <li>● Avoid getting child to copy from the board</li> <li>● Appropriate print size used and text read out for child where needed</li> <li>● Hearing: Careful seating</li> <li>● Repeat contributions from other children during circle time</li> <li>● Repeat instructions to the child</li> <li>● More thinking time given</li> <li>● Slow down speech to ensure key points heard and processed</li> </ul>	<ul style="list-style-type: none"> <li>● Now and Next boards</li> <li>● Clear behaviour expectations modelled by teachers</li> <li>● Use of social stories and comic strip conversations</li> <li>● Role play to act out scenarios</li> <li>● Provide all learners with planned movement breaks in lesson routines.</li> <li>● Break down instructions- checklists to help them attend to the task independently.</li> <li>● Calm music available during writing activities</li> </ul>

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| <ul style="list-style-type: none"><li>● Co-ordination: Use of ICT or discussions and oral presentations to present thoughts and understanding rather than relying on writing</li><li>● Support with writing where needed: writing frame, lined paper</li></ul> | <ul style="list-style-type: none"><li>● Quiet space to go to if children struggle with the content</li><li>● Wobble cushions to support sitting during discussion time</li></ul> |
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