



Supporting pupils with SEND in History lessons

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	• A daily timetable is visible in every classroom identifying the history session. • Visual cues (task management board) are provided. • Individual workstations are provided where required. • There is a consistent approach and structure to the History lesson. • Children are prepared for any change to the structure or routine. • Sensory breaks given when required. • Vocabulary is integrated throughout the lesson with visuals to support new language acquisition. • Questioning techniques used invite discussion rather than direct right/wrong answers. • Children are aware of a clear goal for what they are expected to achieve during the lesson. • Visual displays are referred to, to illustrate new strategies. • Verbal instructions are given clearly, and an appropriate number of instructions are given at any one time. • Adults regularly check in to assess understanding and enable early intervention where misconceptions arise. • Cold calling is used to support building confidence in communication.
Cognition and Learning	• Overlays and chunking of text are used to support reading skills. • Provide opportunities to recall and repeat areas of history explored in previous lessons through the retrieval. • The opportunity for peer and adult support is built into every lesson. • Gaps in learning are identified and addressed promptly. • Questions and activities match children's academic needs. • Visual cues are given when new concepts are introduced and wherever appropriate. • Self-assessment opportunities are included in each lesson. • Key vocabulary is introduced and explained at the start of each lesson and is regularly referred to throughout the lesson. • Pre-teaching of subject specific vocabulary is carried out. • PowerPoint slides are not overcrowded with information. • Incorrect letter formation is addressed promptly whenever it arises. • Widgets are used to support reading and understanding of texts. • Time will be given for the child to process new information and instructions with the support of visual cues. • Alternative methods of recording children's understanding e.g. group work, talking tins, technology can be used. • Writing or speaking frames can be used to provide prompts and support.



Social Emotional and Mental Health

- Verbal praise is used to boost confidence and self-esteem.
- Trusting relationships are nurtured between all adults in the classroom and the children.
- Adults are familiar with possible triggers and anxiety inducing scenarios.
- Individual workstations are used where appropriate.
- Task management boards are used to break down systems and concepts.
- TEAACH style trays are used to support some pupils.
- There is a consistent approach to expectations and behaviour which is based on positive praise.
- The children are aware of a clear goal for what they are expected to achieve during the History lesson.
- Learning is broken down into manageable chunks.
- Children have nominated/are supported to find a safe space.
- Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand.
- Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group are tricky or difficult.
- A safe climate is created to ensure every child feels able to have a go.
- TIS strategies are used throughout lessons.
- Outcomes are made clear, so children know when they have reached this.
- Simple, specific, clear to understand instructions are used.
- Movement breaks or heavy lifting work sessions are built into lessons to support regulation.

Sensory and Physical

- Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom.
- Meaningful movement/sensory breaks are planned into lessons to avoid fatigue/dysregulation.
- Images and texts with printed work will be enlarged and/or the correct font sizes are used where there is visual impairment.
- Consideration of the seating environment is dependent on the child's need.
- Adults will check specialist equipment (e.g. hearing aids) prior to the start of the lesson.
- Task management boards are used to clearly break down individual instructions.
- Adults model the use of equipment and support where needed.
- Adults are familiar with possible triggers and anxiety inducing scenarios.
- Background noise will be minimised, and the classroom will be a quiet, calm environment.
- Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared.
- Adults will face the child when talking.
- Children will sit close to the front having clear vision of all aspects of the lesson.
- Children will be provided with key vocabulary specific to history with technical terms explained.