



Focus area: History

Curriculum considerations for children across all areas of SEN in History

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
 - Recognise and celebrate where this is an area of interest/talent for children with SEN.

Additional enhancements

- Pre teaching vocabulary

Key Learning Challenges:
Understanding topic specific vocabulary
Understanding the task
Lots of information, not always visual.
Recording their ideas and knowledge.

Communication and Interaction

- Breaking down instructions into small chunks,
Providing visual reminders of instructions.
Pre teaching new vocabulary prior to lessons.
Sending home key vocabulary on word mats prior to learning.
Pre reading of texts.
Alternative methods of recording answers – scribing/recording, photos, mind mapping.
Knowledge organisers are visual.
Lots of opportunities to review vocabulary and knowledge from prior lessons.
Visuals are used with the lessons.
- Scaffolding speaking, using sentence starters/speaking frames.

Key Learning Challenges:
Understanding vocabulary
Transferring their ideas to paper
Large amount of information with vocabulary they may not be used to.
Remembering and transferring prior learning.
Reading and understanding timelines

Learning and Cognition

- Pre reading of any texts used
- Coloured paper/ dyslexia friendly texts
- Vocabulary mats with visuals
- Removal of barriers to writing such as matching activity, missing words, sticking activities, organising images chronologically rather than dates.
- Use of alternatives to record learning – photos, laptop, video, voice recording, scribing, mindmaps.
- Multi sensory approaches -summarising ideas in pictures, visual timelines, presenting information in tables or diagrams, rather than unbroken text, storyboarding, role play, use of ICT.
- Knowledge organisers content is simplified and visual.

Key Learning Challenges:
Likely to have gaps due to missed learning.
Difficulties around concentration/task completion.
May not see relevance of history to them now.

Social, emotional and mental health

- Using task planner/task chunking.
- Time framing and use of timers.
- Additional phonics or 1:1 teaching to fill gaps where learners
- Check ins
- Checking understanding/ small group/individual modelling

Key Learning Challenges
Being able to read the text/questions/board.
Being able to hear the teaching/instructions

Physical and Sensory

- Enlarged texts
- Use of coloured paper/overlays
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Alternations to texts (as advised by vision service).
- Texts on the iPad/Chromebook
- Pre reading of texts and vocabulary.
- Angled writing boards and equipment such as pencil grips

EYFS example	KS1 example	KS2 example
Small group discussions with an adult, use of visuals, videos, artefacts, pre-teach key vocabulary, extended exploration, and time to re-visit experience.	Visual representations, reducing writing demand, pre/post teach	Reducing demands through pre-reads, text amount, audio/ video resources and writing demands. Use an audio source instead of written source.

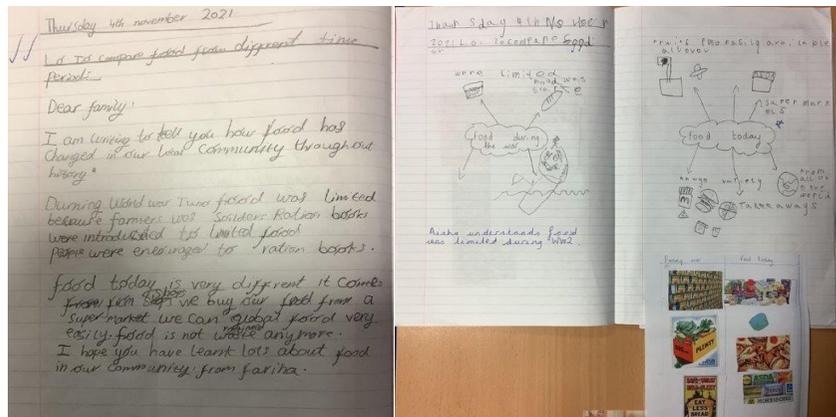
What does this look like in practice?



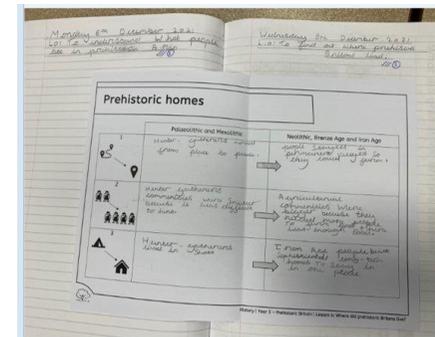
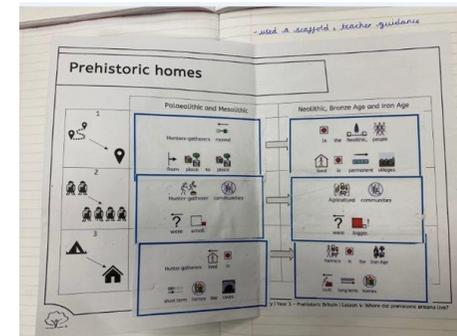
Vocabulary in CIP.



Physical resources to explore



Children sort pictures and orally rehearse



Children were able to use CIP to order the facts into 3 categories.