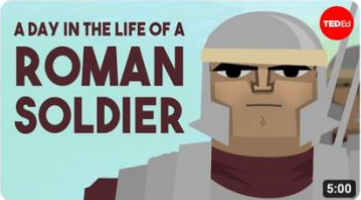
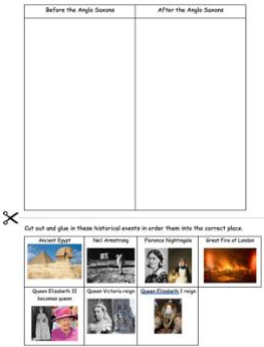


Supporting children with SEND in history



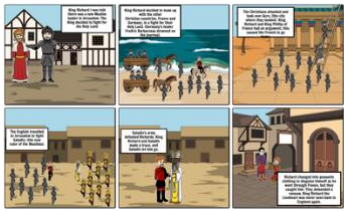
Task examples

Sorting cards/sequencing



Videos

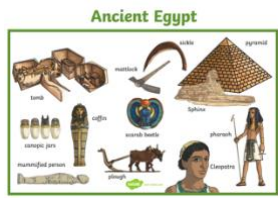
Storyboard sorting or making



Music



Word mats



Visuals



Hands-on (i.e. chalk)



Role play





Supporting children with SEND in history

Motivation

- Stories
- Videos
- Storyboards or story maps
- Rewards - MME, hps, showing work to HT
- Praise, praise, praise
- Relate to their own lives first
- Lesson pitch

Learning area

- Proximity to the board
- Visual resources/ areas
- Boards, ppt info - avoid clutter
- Avoid copying from the board
- Workplace familiarity
- Accessible resources
- Trip prep - photos, videos

Multi-sensory approaches

- Visual - timelines, pictures, storyboard
- Recording alternatives - scribing, video, audio, ICT
- Learning style - visual, hands-on?
- Demonstrations
- ICT - iPads, picture sources, research
- Movement - role-play, card sorting, dance
- Songs or poetry
- Online videos

Peers

- Mixed ability
- Transition from whole-class to group or independent work
- Opportunities - to lead or support (equal contributors)
- Group or paired work
- Partner talk
- Strong relationship with a peer?
- Movement around class

Communication

- Setting targets for independence
- Limit new vocabulary introduced
- Equal opportunity - open ended questions
- Careful questioning
- Clear, concise instructions
- Language is clear, unambiguous and accessible
- Think-pair-share - time to think
- Word banks

Adult support

- Pre-teach vocabulary, concepts, etc.
- Scaffold - sentence stems, speech bubbles
- Limit vocabulary to explain a concept
- Model conjunctions to prompt (...because)
- Understand child's needs
- Simple, clear, achievable LO
- Increase independence!