

History
Supporting children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Understanding how far in the past an event was</p> <p>Conceptual understanding of chronology.</p> <p>Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers)</p> <p>Low attainment in literacy can present barriers to activities.</p>	<p>Visual and physical models</p> <p>Videos on Kapow</p> <p>BBC bitesize</p> <p>KWL grids</p> <p>Stem sentences</p> <p>Timeline</p> <p>Vocabulary with visuals</p> <p>Checklist</p> <p>Simple instructions</p> <p>Repeat instructions</p> <p>Peer collaboration</p>	<p>Inability to share thoughts</p> <p>Language difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p>	<p>Verbally recall events</p> <p>Show on a timeline in the hall</p> <p>Timeline in books</p> <p>Some artefacts in school</p> <p>Sentence stems</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through use of knowledge organisers</p> <p>Simplified step by step instructions</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Sensory issues with environment</p> <p>Children with sensory impairments may find it difficult to observe historical artefacts.</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Day trips to museums or places of historical significance may be difficult.</p>	<p>Fiddle toys, wobble cushions, chair bands</p> <p>Artefacts to hold</p> <p>Teacher / TA support for children during lessons to access artefact observation.</p> <p>Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning.</p> <p>When planning school trips ensure facilities are appropriate and accessible for all children.</p>	<p>Sensitive topics (death, ear etc)</p> <p>Lack of engagement</p> <p>If children believe they cannot be successful in class they may become frustrated and withdraw.</p> <p>Children may find certain lessons upsetting or triggering (for example lessons about war)</p>	<p>Pre-learning with some children</p> <p>Time to explore feelings around difficult topics</p> <p>Find historical information in story form</p> <p>Brain breaks</p> <p>Calming music</p> <p>Regular emotional check ins</p>