



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in: History

Cognition & Learning		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
The ability to explain a historical concept/provide reasoning to explain a thought or opinion. The ability to recall basic historical information e.g. the start and end date of WWII. Reading/studying of case studies/historical artefacts. Understanding of subject specific vocabulary. Difficulty in producing accurate pieces of writing e.g. a diary entry of a war evacuee. The ability to sequence historical events in chronological order.	Classroom displays support learning and include, recall previous learning and have widget for key vocabulary A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Pre teaching of new vocabulary/ words needed to access subject. Access to supporting IT. Careful consideration of groupings/ pairings. Visual clues for new vocab to support reading of the words Ensure those who need are wearing their glasses.	Use of symbols, larger print, colour coding, multi-sensory reinforcement. Use of overlays, coloured paper Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'political party.' Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals. Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc.



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	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Smart grouping – pairing with a more able reader/writer. Share information in different ways e.g. via a BBC Bitesize video rather than a written text. Allow children to explore physical artefacts (loan boxes are available from external services). Create word banks accompanied by visuals to demonstrate the meaning of a word in a historical context Draw children's attention to the place value of numbers in order to aid understanding of the chronology of a year e.g. '1764 has less hundreds than 1906 therefore this event must have happened earlier.' Create whole class, large historical timelines which recap	Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).
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	prior year group's learning in order to aid understanding of the chronology of key historical events.	
Communication & Interaction		
Subject challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Expressing themselves and sharing their thoughts and opinions orally. EAL pupils may find it difficult to access resources/learning. .	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way. Adapted written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new



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Social, Emotional & Mental Health		
Subject challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Low self-esteem in historical ability. Difficulties with social skills may result in children finding group work challenging. Distress caused by exposure to unfamiliar environments during trips/fieldwork. Distress caused by difficult historical events e.g. WWII which children may find triggering.	Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific historical skill. E.g. accurately sequencing historical events on a timeline rather than producing an aesthetic timeline.	Working in a small group with a trusted adult for emotional support. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. Offer regular sensory breaks to allow children to regulate/co-regulate their



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	Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Discuss contents of lessons with parents/children to ensure suitability and adapt lessons accordingly.	emotions. Ensure de-brief occurs after any difficult lessons. Chunking work into smaller steps Provide opportunities for multi sensory learning Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time. Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.
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Sensory and / or Physical		
Subject challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Physical difficulties accessing specific environments during history trips. Children with a visual impairment may find it difficult to view text/images/historical artefacts.	Use praise in lessons to ensure children don't have low self-esteem in historical ability. Consider difficulties with social skills may result in children finding group work challenging. Show children places/environments to reduce distress caused by exposure to unfamiliar environments during trips/fieldwork. Ensure those who need to wear glasses/hearing aids	Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (Class Teacher will be notified if necessary). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe historical artefacts. Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above



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		information should be identified on risk assessment prior to visit.
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