

Kirkby Malham Primary – Subject provision for SEND

Subject Area - **History**

Area of Need	QFT	Subject specific	Classroom adaptations
Cognition and Learning	<ul style="list-style-type: none"> - pre-teach vocabulary / key concepts. -use prior knowledge to introduce new learning -teach key points and keep revisiting -check understanding -model examples -visual aids -scaffolding – writing prompts, frames -clear and simple instructions, -explicit language used -chunk up activities into small steps -direct questioning with time given for processing -talk / buddy partners, -model mistake making as part of the learning process, -provide visual signals, -talk times, -alternatives to writing, -opportunities for over learning, -copy of IWB slides as handouts -coloured paper / screens / overlays -extra time given or content reduced -study packs where applicable -read text to the learner -uncluttered worksheets -advance warning of questions being asked-opportunities for direct and practical activities 	<p><i>Time given for the pupil to think about their responses to questions and time given to explain their answers.</i></p> <p><i>Use of questions to prompt pupil to recollect previous learning.</i></p> <p><i>Feedback- in an appropriate form for the pupil- verbally or in writing.</i></p> <p><i>Larger visuals.</i></p> <p><i>Visual representations.</i></p> <p><i>Alternatives to writing- role play, drawings, video, voice recordings, word processing, adult scribe.</i></p> <p><i>Text and visual aids checked for clarity and accessibility.</i></p> <p><i>Plan to teach new history vocabulary explicitly.</i></p>	<ul style="list-style-type: none"> -Clearly labelled and visual working walls -Organised and labelled environment -Reduce background noise and activity
Communication and Interaction <i>ASD</i>	<ul style="list-style-type: none"> -Prepare learner for new concepts prior to the lesson -Visual aids or prompts -Set clear definable goals -Chunk work into small steps, -Step by step guides, -Calm time / brain / movement breaks -Quiet working space =Clear routines -Short, simple instructions, Direct questions – name first. -Advance warning of changes, -Structured, consistent approach, -Link to personalised interests if possible -Direct conversations back to focus of work -Immediate reward system, -Element of choice if possible -Distraction / humour techniques as appropriate to child. - 	<p><i>Information can be put on audio so the child can listen instead of reading.</i></p> <p><i>Pairing of confident and less confident together.</i></p> <p><i>Scaffolded sentence starters.</i></p> <p><i>Modelling conjunctions to help prompt elaboration or to give reasons.</i></p> <p><i>Key words/ concepts- highlighted and explained.</i></p> <p><i>Wording of questions adapted so avoiding complex sentence structures.</i></p> <p><i>Written responses instead of verbal ones.</i></p>	<ul style="list-style-type: none"> -Use of personalised support tools e.g. ear defenders, quiet area, exit strategy, timer, feeling ZOR flashcards,

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<p><i>SLCN</i></p>	<ul style="list-style-type: none"> -Teach new vocabulary prior to the lesson -Vocabulary bank, word wall, -Cued listening -Clear instructions given in small steps -Repeat instructions -Processing time, -Directed questions, -Visual signals to check understanding -Talk partners, -Scaffolding, Model correct use of language, Talk / writing frames, Extra time, -Modelling, prompting and reinforcing language, -Practical, visual demonstration -Opportunities for learning through direct experience, -Over learning and repetition of key concepts and language 	<p><i>Mixed ability groupings/ talk partners.</i></p>	<p>Makaton visuals displayed in classroom</p>
<p><i>Emotional, Social & Mental Health</i></p>	<ul style="list-style-type: none"> -Think about seating position - calm partner, -Agree a safe haven -Agree an exit strategy, -Short, chunked activities, -Brain breaks / movement opportunities -Anticipate activities that are high arousal, may cause stress or anxiety -Set tasks with clear end goals, -Calm but fair approach, -Distraction / humour techniques, -Model behaviour expected -Label the behaviour not the child, -Element of choice in tasks, -Positive adult language at all times, -Catch the 'good' and identify it. -Planned reward systems, consistent use of these -Access to alternative recording systems -Build confidence and self esteem –ensure the young person knows they are valued -Provide scaffolds -Build positive relationships -Prepare for changes to routine -Nurturing practices -Clear, simple statement of behaviour -Provide 'take up time' 	<p><i>Prepare adequately for trips/ visitors in to school-change to routines.</i></p> <p><i>Resources are easily accessible.</i></p>	<p>Calm area Fidget toys Use of timers Manage the immediate environment to reduce distraction and potential for conflict or disruption</p>

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<i>Sensory and Physical</i>	<ul style="list-style-type: none"> -Use of audiological equipment -Visual aids -ICT equipment -Cue and reinforce listening and attention skills -Check understanding by reinforcing and repeating instructions, -Pre-teaching where necessary, -Subtitles if needed, -Speak clearly and a normal speed Ensure pupils speak one at once. -Handouts -Verbal instructions as well as written, -Tactile experiences, -Support aids -Sloping desk, -Grippy rulers, -Adapted tools 		<p>The physical environment – back ground noise reduced, seating plan takes into account acoustics and optimises visual and listening access to lip patterns</p> <p>Light source behind learner, Face to face with adults</p>
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- IPM targets MUST be taken into account when planning learning, whatever the subject area.
- Subject planning – what knowledge do learners need to know?
 - where is vocabulary and language explicitly taught?
 - what will progression look like?