GORSEWOOD PRIMARY SCHOOL

SEND IN *History*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
To have high expectations of what a SEND child can understand or explain during a History lesson. Yes, we always take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or read a map. History is a chance for them to explain the past which isn't limited to ability. Individual children's barriers should be considered for the specific support needed however; linking the concrete with the abstract should allow all children to understand the History curriculum as well as explaining their own place in History.	• Visual links to keywords and artefacts for help recalling key parts of a History topic. • Use of artefacts to help children to make links with the concepts. • Curriculum is enquiry based to allow children to. • Mixed pairing and grouping of children to encourage conversations when discussing the topics. • Revisiting the key facts / vocabulary at the start of each lesson and a knowledge harvest at the start of each topic. • Explaining any language, facts or ideas they are finding challenging. • Prompts for discussion lessons with visuals(photographs of real objects where possible) where appropriate • Support with being able to share their opinions clearly to their their peers • Adult support and guidance where needed • Using child's support plan access arrangements and quality first teaching in all lessons. • Working walls with information (key words/ vocabulary) linked to topics that the children can access during lessons.