



SEND – Ambition and Access in History

Ambition

What are we aiming for pupils with SEND to achieve in History?

We have high aspirations for all pupils with SEND and believe that every child can achieve and make progress within the History curriculum. History enables pupils to develop curiosity about the past, understand how societies have changed over time, evaluate evidence and consider different interpretations of historical events. We recognise that pupils may experience different barriers to learning, but we do not allow these to limit their opportunities. Through ambitious teaching, appropriate support and high expectations, pupils with SEND are supported to develop the same substantive knowledge, disciplinary skills and historical understanding as their peers, while recognising that they may require different levels of support or alternative approaches to achieve this.

Access

How do we adapt teaching so pupils with SEND can access and succeed in History?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced curriculum that revisits and builds upon prior learning, reinforcing key vocabulary, historical concepts and chronological understanding.
- Explicit modelling of historical enquiry skills, including questioning, analysing sources, identifying cause and consequence, recognising change and continuity, and comparing historical interpretations.
- Visual supports such as timelines, maps, photographs, artefacts, diagrams and historical illustrations to support understanding and reduce cognitive load.
- Pre-teaching and revisiting key historical vocabulary and concepts where appropriate.
- Breaking learning into manageable steps with clear success criteria and opportunities to revisit and consolidate learning.
- Storytelling, historical narratives and rich discussion to bring historical events and significant individuals to life, supporting engagement and understanding.
- Practical and enquiry-based learning through the use of artefacts, role play, historical sources and educational visits where appropriate.
- Regular check-ins, responsive questioning and immediate feedback to identify misconceptions and deepen historical understanding.
- Flexible approaches to recording learning, allowing pupils to demonstrate their understanding through discussion, annotated timelines, diagrams, presentations, practical activities or digital media where appropriate.
- Additional processing time or extended time to complete tasks when required.
- Adapted resources, assistive technology and accessibility tools, where appropriate, to support participation and independence.



- Opportunities for collaborative learning alongside peers while maintaining high expectations for all learners.
- Consideration of sensory, physical and communication needs when planning classroom activities and educational visits.

Our aim is that every pupil can access a broad and ambitious History curriculum, develop an understanding of the past and its influence on the present, and make meaningful progress from their individual starting points while becoming thoughtful, informed and inquisitive historians.