



Inclusive History Learning at St Erth School

Supporting Pupils with Special Educational Needs and Disabilities (SEND)

At St Erth, we believe every child should feel confident and included in history lessons. We tailor our teaching to meet a wide range of needs, ensuring pupils with SEND can access, enjoy, and succeed in learning about the past. Here's how we support pupils across four key areas of need:

Cognition and Interaction

For pupils with communication challenges or autism, we create a calm and predictable learning environment.

Lessons are adapted to suit individual needs, with visual prompts and clear routines.

Pupils are supported by trusted adults who understand their preferred ways of learning.

Abstract ideas and new vocabulary are introduced gradually, often with stories or visuals to aid understanding.

Pupils are given time to process information and respond, with opportunities to communicate through drawing, role-play, or discussion.

Cognition and Learning

We use a range of tools and strategies to make history accessible for pupils with learning difficulties, dyslexia, dyspraxia, or dyscalculia.

Visual aids, diagrams, and simplified texts help pupils grasp key concepts. Writing frames, sentence starters, and collaborative tools like iPads support written work.

Text-to-speech and audio resources are available to support reading and comprehension.

Pupils are encouraged to show their understanding in different ways—through pictures, drama, or discussion.

Social, Emotional and Mental Health (SEMH)

We understand that emotional wellbeing is key to successful learning.

Pupils with ADHD benefit from structured routines, clear instructions, and flexible seating.

Those experiencing anxiety or trauma are given time to prepare for lessons, choose where they sit, and access breakout spaces when needed.

Help cards and trusted adults are always available to offer reassurance and support.

Group work is optional, and tasks are broken into manageable steps to reduce overwhelm.



Sensory and/or Physical Needs

We make thoughtful adjustments to ensure pupils with sensory or physical needs can fully participate.

Pupils with hearing impairments sit where they can clearly see the teacher and receive key vocabulary in advance.

Those with visual impairments benefit from magnification tools, audio descriptions, and hands-on artefact work.

Physical access is considered in classroom layout, and pupils with toileting needs are supported with discreet arrangements and understanding staff

At the heart of our approach is a commitment to empathy, flexibility, and high expectations for every learner. History is for everyone and at St Erth, we make sure it feels that way.

