

Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching

Subject: Science

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

The following will be employed alongside and in addition to the needs and strategies:

Cognition and Learning

1. Practical skills- Evaluation, improvements, scaffolding of the layout of how to run investigations. Modelling of investigations.
2. Displays, word banks- vocabulary list with pictures.
3. Knowledge organisers which provide children with the information needed to learn about their topic.
4. Modelling ideas on an IWB.
5. Assessment – quick write, quizzes etc identify gaps and areas where support is needed.

Communication and Interaction

1. Investigations- demonstrations, pupil feedback, clear instruction and method on the board.
2. To use technology as part of a research lesson.
3. Adequate time provided for task as well as clear expectations and warning when lessons 'come back together as a whole.

Social, Emotional & Mental Health

1. Practical lessons which is inclusive as all are involved- allocation a technician.
2. Seating plan- mixed ability groups in science.
3. Website – information provided to staff, pupils and parents.

Sensory and Physical

1. Investigations and hands of approach.
2. Display boards made engaging with important information and focus vocabulary to help children with their topic.
3. Alternatives to written recorded work is offered- such as discussion, photo opportunities.