

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: Science

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs.
- A variety of practical resources available to support learning.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
Interactive and up to date displays in all classrooms to support learning. Use of ICT. Roles within groups- recorder, chair, writer, reporter, observer, resource monitor. Vocabulary introduced, and explained.	Mixed ability group work for peer to peer support. A range of ways to record- note taking, written work, diagrams, pictures, practical work.	Lots of opportunities for outdoor learning promoting good SEMH- Science Garden, Woodland area. Themed weeks to encourage enjoyment of learning. Visits to UCLAN Science Festival.	Pencil grips for written work. Multisensory approach to teaching and learning - mind maps, videos, diagrams, PowerPoints. Both indoor and outdoor learning opportunities provided with appropriate peer and adult support. Workshops with outside groups during Science Week - accessible to all SEND pupils.

<p>Revisit learning through immediate engagement tasks.</p>			
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- *Discussions with pupils, alongside their work.*
- *Adaptions in ways they are expected to record.*
Examples:
Opportunities for a variety of recording methods- tables, graphs, written investigations, practical work with photographic evidence.
Mixed ability groups with specific roles to support needs and skills of child e.g. the resource monitor, the observer, writer and reporter.
- *Discussions with class teacher alongside book looks to assess children's learning.*

Are we challenging SEND pupils in this subject?

- *Differentiated objectives and outcomes for SEND pupils to ensure appropriate challenge.*
- *A focus on challenging and supporting the holistic child- in class, outside the classroom and outside the school during visits.*
- *Opportunities to apply and consolidate learning independently through immediate engagement tasks.*

How do we help SEND pupils retain their knowledge?

- *Knowledge organisers*
- *Sticky knowledge focus*
- *Use of knowledge pots*
- *Learning sequences*

- Repetition
- T.A. support
- Memorable 'themed' weeks such as British Science Week
- Visits and visitors e.g. workshops
- Trips to the UCLAN Science Festival
- Immediate engagement tasks.