

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
<p>Pre teaching of scientific and subject specific vocabulary</p> <p>Over learning of previously taught content</p> <p>Opportunities to record learning in a variety of ways eg. Voice recording, use of ICT.</p> <p>Mixed ability group work for peer to peer support.</p> <p>Scaffolded writing outcomes</p>	<p>Mixed ability group work for peer to peer support.</p> <p>A range of ways to record- note taking, written work, diagrams, pictures, practical work.</p>	<p>Opportunities for outdoor learning promoting good SEMH- Science Garden, Woodland area.</p> <p>Themed weeks to encourage enjoyment of learning.</p> <p>Visits to UCLAN Science Festival.</p>	<p>Both indoor and outdoor learning opportunities provided with appropriate peer and adult support.</p> <p>Ear defenders for loud / noisy lessons.</p>

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.