



Science

SEND inclusion statement

Rationale

South Walney Infant & Nursery School is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum. All children, including those with SEND, are offered a broad and balanced curriculum. Lessons are planned with appropriate activities and scaffolding to ensure children are able to access learning at their own level while still being ambitious and challenging to move them forward.

Working in an organised and methodical way is a critical life skill for children to develop. Science lessons help to improve children's cognitive, social and linguistic development. Making predictions, asking questions, interpreting data and drawing conclusions are underpinned by having secure scientific knowledge and understanding

Inclusion Education in Science

We aim to achieve this through:

- ☐ All children learning together.
- ☐ First-hand, practical activities that spark an interest in scientific discovery.
- ☐ Lessons that are planned and resourced well in advance, considering points where some children may struggle to allow for adult guidance accordingly.
- ☐ Oracy-led sessions with visuals to support the learning needs of all children.
- ☐ Identifying key vocabulary and ensuring this is used repetitively throughout the lessons, and in the wider school environment when possible.
- ☐ Setting and monitoring achievable targets that challenge the learning capabilities of all children.

We will work towards this by ensuring that:

- ☐ All children are working towards the same objective, this can be with a parallel activity so they are not necessarily completing the same task.
- ☐ Word and picture banks are provided which the children can refer to when explaining scientific processes.
- ☐ Instructions are clear, concise, broken down and given one at a time if necessary, with visual aids to support understanding.
- ☐ Writing is not a barrier to learning, with tasks designed to use a variety of different methods of recording, including the use of technology where appropriate.
- ☐ There are opportunities for discussion and revision of previous learning to help aid memory.
- ☐ Any language the children will require in the lesson is pre-taught.
- ☐ Children who struggle with self-regulation are given regular movement breaks.
- ☐ Now and next (or now, next, then) boards are used to segment the lesson into manageable chunks.
- ☐ Opportunities are provided for repetition and overlearning of the 'sticky knowledge'.
- ☐ Allow children time to think and discuss with partners before asking for verbal responses.
- ☐ Any charts or tables are pre-drawn for the children to complete.