

SEND Curriculum Access Statement for Science

High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

Science - High Expectations

All children will receive a high-quality science education that provides them with the foundations they need to recognise the importance of science in every aspect of daily life. All children will have equal access to science lessons and achieve their full potential regardless of their ability.

Curriculum Access

- Flipcharts for each lesson are filled with visual cues to aid understanding. A variety of multi-sensory approaches e.g. videos, differentiated questions and a range of hands on tasks are used to engage children and support the learning.
- Activities are differentiated to suit the different needs to the children in each class.
- Children work in mixed ability groupings during investigative lessons, with teachers and support staff offering support when needed.
- Children are given roles in investigations, such as resource collector and time keeper, to ensure each member of the group has a role to play in the investigation.
- Word banks for key vocabulary supported by visuals
- Pre-teaching used for new concepts and vocabulary
- Each lesson revisits, retrieves and reviews learning from the previous lesson before introducing new learning, to consolidate knowledge and correct misconceptions.
- Where possible, we strive to use our outdoor/indoor environment to help bring science learning to life.
- Science displays or working walls contain key vocabulary and visuals associated with the current science unit.
- Use of mind maps
- Alternatively methods of recording- computer, drawings, diagrams, photographs
- Ensure tasks are clearly broken down into stages and sequence, both verbally and visually e.g. use of task planners.
- Use visual reinforcement of verbal instructions.
- Word questions carefully, avoiding complex vocabulary and sentence structures.