

# SEND - Ambition and Access in Science

## *Ambition – What are we aiming for children with SENs to achieve in this subject?*

- We must be aware that a child's scientific ability and enquiring mind is not directly related to their writing or maths ability.
- Children should be given the opportunity to create their own investigations with support appropriate to their SEN learning barriers.
- Children must be given the opportunity to ask their own questions as well as complete teacher-led enquiries.

## *Access– What amendments are made to the subject in order to help children with SENs to achieve?*

Supporting students with special educational needs (SEN) in the context of primary school science is imperative to ensure equitable access to education and the realization of their full potential. Below, we present a comprehensive set of strategies and considerations aimed at accommodating students with SEN in primary school science instruction:

### **Individual Education Plan (IEP):**

Collaborate closely with special education professionals and parents to formulate a meticulously tailored IEP for each student with SEN. This IEP should delineate the student's precise learning requirements, establish clear educational objectives, and prescribe targeted strategies for achieving these goals within the domain of science education and across other academic subjects.

### **Differentiation:**

Employ pedagogical methods and instructional materials that are finely attuned to the diverse learning needs of your students. This may entail offering both simplified and more advanced content, adapting your teaching methodologies to suit individual learning styles, and affording students various avenues to demonstrate their comprehension.

### **Visual Aids:**

Integrate visual aids, encompassing diagrams, charts, and illustrative imagery, to bolster the understanding of students who may confront challenges associated with verbal or written communication. The judicious use of visuals can concretise abstract scientific concepts and render them more accessible.

### **Hands-On Activities:**

Exploit the inherent advantages of hands-on experiments and activities, as they often resonate effectively with students. Provide opportunities for tactile exploration and experimentation, thereby fostering a deeper engagement with scientific principles.

### **Sensory Supports:**

Acknowledge that some students with SEN may grapple with sensory sensitivities or impairments. To address these concerns, create a conducive learning environment that minimizes sensory disturbances and ensures students' comfort.

**Scaffold Learning:**

Employ a pedagogical approach that deconstructs intricate scientific concepts into smaller, digestible components. This methodical scaffolding enables students to progress incrementally and build confidence as their understanding grows.

**Assistive Technology:**

Investigate the implementation of assistive technologies such as speech-to-text or text-to-speech software to facilitate communication and comprehension for students contending with reading or communication challenges. These tools have the potential to render scientific materials more accessible.

**Small Group or One to One Support:**

Recognise the varying degrees of severity among students with SEN. Some may derive substantial benefit from personalised, small-group, or one-on-one instruction, which permits a more focused and tailored approach to their unique needs.

**Positive Reinforcement:**

Uphold a supportive atmosphere wherein students with SEN receive affirmative feedback and encouragement. This practice is instrumental in bolstering their self-assurance and motivation to actively participate in scientific pursuits.

**Flexible Assessment:**

Revise assessment methodologies to accommodate the distinctive abilities and challenges of each student. Allow for alternative modes of demonstrating knowledge, such as oral presentations, visual projects, or interactive assignments.

**Inclusion:**

Foster an inclusive classroom environment that encourages acceptance, appreciation, and support for all students, regardless of their abilities. Such an environment nurtures engagement and inclusivity in scientific activities.

**Regular Communication:**

Maintain open and frequent channels of communication with parents, special education professionals, and auxiliary support staff. This ensures the synchronization of efforts and a holistic approach to addressing the educational needs of students with SEN within the realm of primary school science.

It is essential to bear in mind that every student with SEN possesses a unique profile of strengths and challenges. Regular assessment, adjustment of strategies as needed, and active engagement with students, parents, and specialists are imperative to deliver the most effective support in the context of primary school science education.