SUBJECT INCLUSION STATEMENT

Inclusion in Science

Every pupil is taught the full Science curriculum, with the same high expectations for all. What changes is the support each pupil receives. Scientific curiosity does not depend on reading, writing or maths, so support removes those barriers and is reduced as pupils grow in independence.

BARRIERS Abstract ideas | Technical vocabulary | Recording results | Practical work | Misconceptions

How we adapt teaching for pupils with SEND

Adaptations happen in class, alongside peers, matched to each pupil's SEN support plan and any EHC plan.

PUPILS WHO...	HOW WE ADAPT IN SCIENCE
Find reading and writing difficult	Explain orally, label photos or diagrams, or have an adult scribe, with word banks and pre-drawn tables. Scribing and tables are reduced as writing develops. Adults support reading, writing and maths where needed, then step back so pupils work independently.
Find maths difficult	Record results as pictograms, using familiar maths resources and worked examples.
Struggle to remember vocabulary	Key words are pre-taught and revisited every lesson. Pupils use a topic word bank and practise reading and saying scientific words in context.
Find it hard to concentrate	Short steps with a checklist, planned seating and jobs, such as giving out equipment, that allow movement.
Find change unsettling	Practical lessons are explained in advance, equipment is shown beforehand and "now, next, then" boards are used.
Have sensory or physical needs	Practical work is planned around noise, smells, layout and access to equipment, with The Retreat available as a calm space.
Need more time to grasp ideas	Hands-on experiments, models and real examples make ideas concrete; misconceptions are tackled in short small-group sessions.

Other groups of pupils in Science

Disadvantaged pupils

All equipment is provided; visits and STEM activities are kept affordable.

Pupils learning EAL

Practical work is open to all; vocabulary is taught with pictures and partner talk.

High-attaining pupils

Pupils design and lead investigations and evaluate their evidence.

An inclusive learning environment

A safe place to make mistakes, with clear practical routines, labelled and uncluttered workspaces, and working walls pupils use independently.

OUR AIM **Every pupil makes strong progress and becomes a curious, confident young scientist.**
Courage to ask questions, test ideas and learn from mistakes. **Respect** for the natural world.