GORSEWOOD PRIMARY SCHOOL

SEND IN *Science*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
To have high expectations of what a SEND child can understand or explain during a science lesson. 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 SEND learning barriers. Children must be given the opportunity to ask their own questions as well as complete teacher-led enquiries.	Spiral curriculum to build on previous knowledge. Revisiting the key facts / vocabulary at the start of each lesson and a knowledge harvest at the start of each topic. Rocket words are discussed every lesson to ensure SEND children understand and use key vocabulary. Some children have pre-teaching of these words. Rocket Words are displayed with photographic and/or PEC signs (if required) on working walls. Children work in mixed ability groups when conducting scientific investigations with teacher/TA overseeing groups and offering assistance when required. When writing up investigations, children can be supplied with an investigation sheet to scaffold work if needed. Key vocabulary and picture clues to be used to help them to organise their ideas and findings clearly. Classroom displays / working walls are used as visual prompts; they include facts, images, key vocabulary and child friendly definitions. Adult support and guidance where needed Using child's support plan access arrangements and quality first teaching in all lessons.