

Science

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In science adaptations may also include or be reflected through;

- Practical activities should be considered which support and develop an understanding of scientific ideas.
- Secondary sources such as books, photos, videos and simulations should be used to help children and young people learn and make sense of the scientific content.
- Provide topical word banks and picture cards that the learner can point or refer to when explaining scientific processes.
- Ask teaching assistants to collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Scaffold learning to make it accessible for all.
- Employ manipulatives and resources used in maths lessons to support learning in science.
- Bring abstract concepts to life through concrete resources and comparisons.
- Begin each lesson with a review of the vocabulary learnt in the previous lesson.
- Provide word banks that are accessible throughout the science topic.
- Refer to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations.
- Provide pre-teaching opportunities for learners to hear vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Plan small group teaching opportunities.
- Provide learners with worked examples to use as a model whilst completing independent work.
- Pre-expose learners to the equipment and nature of the lesson (especially for experiments and practical lessons)
- Use visuals (e.g., now, next, then boards or visual timetables) to segment the lesson into manageable chunks that are achievable for the learner.

For further guidance and information on creating inclusive Science lessons please refer to: <https://nasen.org.uk/page/nasenco>