

## **SEND – Ambition and Access in Science**

### **Ambition – What are we aiming for children with SEND to achieve in Science?**

We are ambitious for all pupils with SEND in Science. Every child has the right to access a high-quality science education that develops their understanding of the world through scientific knowledge, enquiry and investigation. Teachers maintain the same high expectations for all pupils and ensure that barriers to learning do not limit access to rich scientific experiences. Through carefully planned teaching, pupils with SEND build secure scientific knowledge, develop scientific thinking and gain the confidence to explain, investigate and apply scientific concepts.

### **Access – What amendments are made in Science to help children with SEND to achieve?**

- A carefully sequenced Science Curriculum introduces new scientific knowledge in manageable weekly chunks. Each week builds upon previously secured learning, enabling pupils with SEND to develop understanding gradually and systematically.
- Learning is deliberately planned to include frequent and structured revisits of previously taught content. Retrieval practice is embedded within lessons and across units to strengthen long-term memory and support retention of key scientific concepts, vocabulary and knowledge.
- Key scientific vocabulary is explicitly taught, revisited and practised regularly. Visual glossaries and retrieval activities help pupils remember and accurately use scientific language. E.g. Delayed Retrieval task.
- Scientific concepts are broken down into small, carefully sequenced steps. Teachers regularly check understanding throughout lessons, addressing misconceptions promptly and ensuring pupils are secure before moving on to new learning.
- Practical investigations and hands-on experiences are used purposefully to reinforce scientific understanding. Pupils are given opportunities to observe, explore, test and apply their learning through carefully scaffolded practical activities.
- Strong visual support is embedded throughout the curriculum. Diagrams, models, photographs, animations, demonstrations and visual representations help pupils make connections between abstract scientific ideas and real-world phenomena.
- Teachers promote active participation and ensure pupils with SEND feel confident contributing to scientific learning.
- Flexible recording approaches are used where appropriate so that pupils can demonstrate their scientific understanding without being unnecessarily limited by difficulties with writing, spelling or transcription. Alternative methods such as discussion, practical demonstration, labelled diagrams, photographs or verbal explanations may be used to capture learning.
- Practical, visual and retrieval-based learning opportunities are carefully interwoven throughout the curriculum to maximise engagement, understanding and long-term retention of scientific knowledge.