



ST. MARTIN'S CATHOLIC PRIMARY SCHOOL

SEND IN: Science

At St. Martin's school we pride ourselves with being an inclusive school that recognises and celebrates everybody's strengths and differences. Through regular monitoring and assessments, we ensure we provide a secure, caring and happy environment in which all pupils can succeed. 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 made to the curriculum so that 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?
<ul style="list-style-type: none">- We have high expectations of all children to achieve in their scientific education regardless of barriers to learning.- We seek to ensure that all barriers to learning are efficiently managed to ensure that every child's chances of success are maximised.- We ensure that all staff are aware that a child's scientific ability is not necessarily directly related to ability in other areas, for example English or mathematics.- Children are offered support appropriate to their own SEND needs and are given opportunities to independently drive their learning forward.- We foster an environment in which groups of children are keen to support each other and understand the value of collaborative learning.	<ul style="list-style-type: none">- We make use of individual school based support plans which include targets as well as key strategies to ensure that SEND barriers to learning are minimised.- We revisit key facts that have been taught during review quizzes as well as throughout science sessions.- Children work in mixed ability groups and benefit from collaborative discussions and approaches to problems including enquiries and investigations.- When appropriate children are offered visual supports and word banks as and when needed. These scaffold the learning objectives and ensure we are fully inclusive.- Adult support and guidance as appropriate.- Classroom displays/working walls support key facts and vocabulary.