

Hawkesley - SEND Offer Science

Teachers use appropriate assessments to set targets which are deliberately ambitious for pupils identified as having a SEND and ensure needs are met as identified through the SEND pupils' needs base plans. Lessons are planned to address potential areas of difficulty and to attempt to remove barriers to pupil achievement. For the majority of children, such planning means that our pupils with SEND and disabilities are able to study the full National Curriculum. Teaching and targeted support is weighted towards the 'ready to progress' statements and fundamental knowledge stated through adaptive teaching.

Cognition & Learning

- Pupils encouraged to explain what they have to do to check understanding.
- Links to prior knowledge explicitly made.
- Use of physical resources and hands-on practical science learning.
- Images added to hinge knowledge documentation, knowledge organisers and vocabulary strips to support knowledge acquisition.
- Small whiteboards and pens available for notes, to record ideas etc.
- Think, Pair, Share and Sage and Scribe strategies used to support learning.

Sensory & Physical Needs

- Ordering and sorting of images/resources.
- Use good position on the table for left-handed writers – free space to left of child so left arm not bumping into right-handed peer's arm.
- Seating should allow pupil to rest both feet flat on the floor – check chair heights.
- Sloping desk provided if needed.
- Encourage oral presentations as an alternative to some written work.
- Allow additional time to complete tasks.
- Allow more thinking and talking time.
- Model and teach careful listening along with signals when careful listening is required.

Communication & Interaction

- Differentiated curriculum through delivery, output and or language.
- Visual support displayed in classroom - Such as: Working Wall.
- Use of technology to demonstrate learning or record ideas/work.
- Provide adequate time to process information before completing task.
- Flexible/mixed ability grouping for peer support and positive role models.
- Sit the learner next to pupils who are supportive language role models.
- A mini whiteboard or notebook to hand for quick drawings.

Social, Emotional and Mental Health Difficulties

- Provide visual timer and measure time given to complete tasks.
- Groups provide positive role models.
- Use pupil's interests to engage them in learning.
- Provide opportunities for kinaesthetic learning - practical tasks.
- Provide a variety of ways to record work, including technology.
- Accessibility to a range of activities the pupil enjoys using as 'calming' exercises.
- Role model making mistakes – resilience.