

# INCLUSION IN SCIENCE

At Mill View Primary, we believe in the success of all pupils. We are an inclusive school and ensure there is an **equity of support** where every child receives what they need to reach their potential. Our curriculum is designed with inclusion at the heart, and our curriculum intent is therefore the same for all children.

We are acutely aware that not every child has the same starting point and that there are an abundance of factors which must be considered in order for all learners to access the learning according to their individual needs, particularly for learners with Special Educational Needs and Disabilities (SEND). We also know what not all groups have an equality of experience in our society, and we must make deliberate choices to ensure individual experience is not only represented but celebrated, particularly with reference to the Equalities Act 2010.

Therefore, whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for groups, classes or individuals. Our **Conscious Discipline** behaviour system ensures that all teachers understand the fundamental importance of **positive relationships** and promotion of **good learning behaviours**, reinforcing effort over outcome, within every classroom. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out in the NASEN teacher handbook to assist us in amending our implementation within Science. Examples of this, though not an exhaustive list, can be seen to the right.\*

\*These are suggestions of what may be implemented, but teachers will amend according to learners needs.



Word banks and picture resources are supplied and present in class to assist learners with subject specific and conceptual language, which may be pre-taught in some cases



Include representation of learners and professionals from under-represented groups, including those with disabilities, to provide a role models



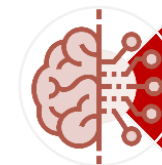
Encourage the searching of multiple solutions to a problem, focus on process rather than outcome and use strategies to support learners to take ownership of their learning (such as Brain, Board, Buddy, Goodle, Boss) and expert learners



Use small group teaching opportunities to support and provide additional learning opportunities for learners working towards a planned objective



Provide learners with targetted resources to support their learning and understanding such as magnifier aids, concept cartoons and voice recording tools



Teachers plan for rehearsal and recollection of learning in each session, to practise recalling what they have learnt.



Same intent, amended implementation