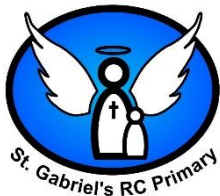


Inclusion Strategies for Subject area: Science

	Communication and Interaction	Cognition and Learning	Social Emotional & Mental Health	Physical & Sensory Needs
<i>Potential external¹ barriers to presence & belonging, participation, access and achievement</i>	Expectation that all pupils complete the expected standard of work. Listening and ability to remember. Understanding subject specific vocabulary which will affect their understanding of a unit of work. Children may struggle to speak in clear sentences to provide explanations and reasoning for science concepts. Difficulty explaining how to answer questions. Difficulty to interact in lessons during teacher input.	Attention required to listen to and process steps to success. Retention of concepts and skills that have been previously taught. Difficulty in remembering could result in pupils being unable to make links between units of work. May be challenging to engage pupils whose fixed attention or special interests do not extend to discussions and resources relating to this area of the curriculum Limited life experiences may also result in children	Limited experiences to support understanding. Attitudes to learning- 'I can't do this.' Child feeling scared to try/get it wrong. Not having self-confidence to make predictions and lead/complete enquiries independently. Partner or group work with social engagement may prove to be challenging. Anxiety to internal testing.	Sensory environments leading to refusal to attend lesson. Sensory friendly classrooms. Access to resources may be limited. Not all pupils will be comfortable with the feel/textures of resources and objects used for practical activities. Activities that require physical movement or handling of objects where movement and strength is limited. Writing/ drawing tasks that require fine/gross motor skills.

¹ 'External' barriers refer to the demands and expectations of the curriculum, teaching, pedagogy, environment and culture. They do not refer to difficulties or conditions that indicate a 'problem within pupils.' If anything in this matrix refers to 'children with ADHD/ SEN might find it hard to...', then we have missed the point of inclusion and strayed into seeing children 'through a lens of 'deficiency' rather than as whole people who may be subjected to a range of exclusionary pressures.' Inclusion is about reflecting on those pressures that are presented in school and finding ways of removing or reducing them to increase presence, participation and achievement.



Inclusion Strategies for Subject area: Science

	Communication and Interaction	Cognition and Learning	Social Emotional & Mental Health	Physical & Sensory Needs
What may pupils strong in this area bring to the subject?		not being able to make links. Struggle to maintain attention during teacher input.		Visual impairment
	Ability to confidently talk and use vocabulary in context. Be confident to share examples and model age-expected standards. Understand and use subject specific vocabulary. Ability to support / advise others of how to complete the task. Being a leader within group work. Ability to process and understand verbal instructions on how to carry out a task/instruction.	Able to share ideas and examples. Long-term memory will support making links with previous learning. Good at visual processing and problem-solving to be able to hypothesise. Focus can be particularly strong compared to peers	Positive attitude to learning and high engagement and enthusiasm Embracing challenge Showing strength in resilience and having a 'not yet' attitude.	Awareness of what resources they need to use to support their learning. Ability to handle resources and objects. Good fine and gross motor skills.



Inclusion Strategies for Subject area: Science

	Communication and Interaction	Cognition and Learning	Social Emotional & Mental Health	Physical & Sensory Needs
<i>Teaching and learning support² strategies and resources that build on strengths and remove barriers to learning</i> Strategies that feature across more than one area of need are shown in bold	Check communication - friendly classroom Discuss strategies and activities to support memory and quizzing AFL Provide scaffolding and models Explicit teaching of vocabulary. Provide opportunities for 'talk' and provide sentence stems where appropriate. Visual cues help the child/young person to formulate their responses Vocabulary lists and visuals or knowledge organisers.	Incorporate children's special interests/science capital into the areas and learning Scaffolding Explicit teaching of skills to be taught. Show visuals to support concepts/vocabulary including use of videos. Model expectations. Allowing extra thinking time. Extra rehearsal time for learning new vocabulary 'speak and repeat'	Prior teaching and learning. Building confidence that art can be anything and is individual preference. Allowing children to have brain breaks Use the 'not yet Yeti' Awareness of sensitive units of work when thinking about Science capital. Verbal praise with specific feedback	Provide cover apron/ gloves. Writing grips for written work. Overlays for reading activities Appropriate fonts and scaffolds/support models that aren't cluttered. Use of ICT

² 'When educational difficulties are thought to arise from the 'special educational needs' of children and young people, it can seem natural to think of support as about providing additional people to work with individual children to overcome their problems. We adopt a far broader notion of 'support' as '**all activities which increase the capacity of a school to respond to the diversity of children and young people in ways that value them equally.**' So, efforts to uncover and reduce barriers to learning and participation and the mobilising of resources, are support activities.' (Booth & Ainscow, 2016. Index for Inclusion. 4th ed.).



Inclusion Strategies for Subject area: Science

Communication and Interaction

Cognition and Learning

Social Emotional & Mental Health

Physical & Sensory Needs

Visuals to include pictures/objects to support dual coding.

Provide instructions in small manageable chunks.