



SEND at Edgbarrow School

Subject: Science

Intent

- It is our intent that pupils with special educational needs/disabilities (SEN/D) follow the same curriculum, learn alongside their peers and achieve similar outcomes.
- In addition, they may benefit from additional opportunities in the lessons and in the extra-curricular activities that are arranged especially for them.

Implementation

As a result of extensive in-house training we are confident that all teachers are effective teachers of pupils with SEN/D and that pupils should be withdrawn from mainstream lessons only when there is a clear rationale for doing so and all relevant stakeholders have been fully consulted.

Consequently, within our subject area, pupils with SEN/D may be:

- Sensitive positioned on the seating plan
 - Acoustic tiles in classrooms; seat Hearing Impaired and Visually Impaired where it works for them.
 - Minimal changes where possible or prior warning for ASD students.
- Working with different resources
 - Department has shared resources, which are being differentiated for different learners.
 - Staff can choose the best framework to then amend further to fully meet the needs of their class.
 - Staff are proactive in discussing their practice with the progress department.
 - Staff are supported in ensuring access arrangements fully met.
- Working on different activities in lessons
 - Year 7 nurture group led by SENCO and another experienced teacher trained in additional needs.
 - All other year groups ability set, with lowest set on each side as small as possible
 - Careful consideration of which teacher to place where; most vulnerable students taught by experienced teachers, Head of Department always has lowest set in Year 10 and 11.
- Receive support from additional adults in the classroom
 - Strong commitment to improve practice within Science Department shown by many Science staff attending the voluntary CPD on the use of additional adults.

Impact

Impact is demonstrated across our subject area in the following ways:

- The subject specific knowledge and skills which students retain in their long-term memories.
 - Lots of repetition and reflection activities: silent starters are frequently what we did last lesson/last week/last topic.



- The academic outcomes students achieve
 - We have recently had some of the best F-tier outcomes in the lowest set, with some students gaining 5-5. By reducing class size and managing relationships well this cultured a feeling of success in our groups where many SEND students ended up.
- Pupils are ready for the next stage of their education i.e. the destinations students reach post-16 and post-18.
 - Many SEND students are able to follow the courses they choose – a number follow A-Level subjects at Edgbarrow successfully and go on to their further/higher education of choice.
- Skills developed via co-curricular/enrichment activities on offer by the department.
 - Science club allows students to mix with different students that also share a love of the subject. The experience is very positive and fosters increased enthusiasm in the subject.
- A passion for the subject and for learning is instilled in pupils.
 - Enthusiastic quality first teaching to all classes inspires students to want to achieve and for some to continue on to A-Level Science. In the past we have allowed students to start A-Levels even when they have not hit the entry requirements purely due to their passion to follow that subject at A-Level (one of our current A-Level Biology students – OT).
 - Often, we see a number of SEND students wanting to follow A-Level Physics, possibly more ASD students because they enjoy the logic of this subject.