Kings Meadow Primary School
SEND / EAL Provision
(Science)

We offer a broad, balanced, fully sequenced and aspirational curriculum delivered via Quality First Teaching for all pupils including those with SEND/EAL. The way we adapt the curriculum for children with SEND differs for every child depending on their emerging needs.

Cognition & Learning	Communication & Interaction	EAL
• All teachers in the school have an in depth knowledge and understanding of their students' needs both cognitively, socially and emotionally. Using this information within science lessons teachers are able to identify through observation and questioning what the children require in order to support their learning at times when they are experiencing a hiatus. • The curriculum is designed to embed both knowledge and understanding alongside the development of scientific skills. The science curriculum has been developed and planned so specific knowledge is acquired like' building blocks'. The knowledge is sequential but 'spiral' through the three scientific areas of Biology, Chemistry and Physics. Knowing our children there have been changes introduced to the curriculum coverage at key stage 1 including exploratory units of work for Physics. The subjects Life Processes and Living Things, Materials, Light and Sound are interwoven across the science curriculum. • Science is taught both through discrete scientific units of study that mirror the theme cycles and as part of the theme consequently overlearning and review can take place. • Learning is broken into smaller manageable parts for students • Directions are simple either written or orally • The use of Floorbooks is encouraged and actively used in Year 1. Key concepts are generalised and referred to throughout the areas of study, the learning year and following years	• Use of mirroring app on ipad to illustrate children's work as good examples. • Peer to Peer discussion – 'Think, Pair, Share' 'Fill up your fingers with five …' 'Pause, question, review' • Use of boards to 'Show Me' • Modelling verbal responses including the use of new vocabulary. • Rehearsal of responses amongst peers with time available before giving responses. • Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.	• Pre-teach specific scientific vocabulary. • Theme sheets indicating key concepts, language and working scientifically. • Modelling verbal responses including the use of new vocabulary. • Scaffolding (recruitment, reduction, maintenance, marking, control, modelling)

sticky knowledge is referenced in this way. • Menomics are used eg: Mrs gren – for the characteristics of Living Things. • Visual use of diagrams • Theme sheets indicating key concepts, language and working scientifically. • Different groupings of children – mixed ability, choice to choose working partners depending on lesson outcomes. • Focused directed Teaching Assistant support – changing according to needs based on assessments. • 'Think out louds' – teacher models responses • Scaffolding (recruitment, reduction, maintenance, marking, control, modelling)		
SEMH	**Sensory – Visual**	**Sensory – Hearing**
• Groupings – change seating plan/groupings	• Use visual aids – use of mirroring app on ipad to enlarge text • Print resources on buff or coloured paper – provide coloured overlays • Use practical resources wherever possible • Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.	• Use lots of visual and concrete resources to explain key concepts. • Subtitles should be switched on when showing a video. • Check for understanding to avoid misconceptions.
Motor Skills		
• Consider alternative methods of recording - photographs • Use of technology to support learning.		