



Science handbook...SEN policy

Introduction

Pupils are identified in Year 7 for SEN, using junior school profiles and NFER tests via SEN Coordinator. Continued appraisal for SEN pupils by the Coordinator is made for stages 1-5 of the SENIT code of appraisals for resources. The SEN Coordinator bids for resources from (a) the school in the first and second stages of identification (b) Central services via SENIT based on evidence from records for stages 2-5. At all stages planned targets are compiled between the SEN Coordinator and the pupil and copies of these are sent to each department.

PURPOSE

- To develop a system of recording information which can assess the needs of the pupil in science.
- To devise a system of communication between the science department and the SENCO so that resources may be appropriately identified and implemented.
- To devise a system of assessment especially in year 7-9 so that appropriate courses and teaching strategies can be devised. Thus for year 10 & 11 appropriate courses would be studied for more able students, those having difficulty assessing the curriculum and those to emotional behaviour working well below their potential.

Guidelines

Mark books are devised according to marking and assessment policy and should include an indication of those pupils on the SEN register.

Teachers should refer to the targets listed on the IEP and keep records which can be used to evaluate the progress of SEN pupils.

Science staff should be aware of the requirements of the pupils on the register and be sensitive to their requirements without isolating them from the rest of the group.

Staff are advised to

- **Monitor behaviour and student compliance according to their IEP plan.**
- **Provide a variety of teaching resources that work for the individual student including: writing frames to aid extended writing, differentiated tasks, clear instructions and close supervision.**
- **Be aware of difficulties some pupils have with coping with normal lesson structures from EBD, GLD or attention span difficulties or any physical or cognitive impairment that requires additional resources.**
- **Use reward to encourage the completion of sections of work.**
- **Use the referral system to monitor behaviour and feedback to HOD and HOY.**
- **Feedback to parents of progress and any difficulties.**
- **Feedback to SEN and SALSU.**
- **Science teachers should ensure the pupils are assessed appropriately in year 9 so that the relevant courses or modified course are adequately resourced by the Head of Department. This may include a non examination course approved by QCA or a triple science course in the near future for the more able.**