INCLUSION POLICY

SUBJECT: Science
DATE: Autumn Term 2026

SUBJECT LEAD: Ross Gray
REVIEW DATE: Autumn Term 2027

Making Science Inclusive at Giles Junior School

Rationale

At Giles Junior School, we believe that all pupils are entitled to access an ambitious, engaging and challenging science curriculum regardless of their individual needs, abilities or backgrounds. Inclusive science teaching removes barriers to participation, promotes high expectations for all learners and ensures that every child can develop scientific knowledge, understanding and enquiry skills.

Science encourages curiosity about the world around us and provides opportunities for pupils to explore, question, investigate and explain phenomena through first-hand experiences. Through inclusive practice, all pupils are supported to participate fully in scientific learning, develop confidence in their abilities and see themselves as scientists.

Teachers are responsible for ensuring that all pupils, including those with SEND, EAL and other additional needs, can access, participate in and succeed within the science curriculum.

1. Planning for Inclusion

Inclusive science teaching begins with effective planning. Teachers should identify and remove potential barriers to learning whilst maintaining high expectations for all pupils.

When planning science lessons, teachers should consider:

- Prior knowledge and experiences of pupils.
- Key scientific vocabulary that may require explicit teaching.
- Practical activities that may require adaptation.
- Opportunities for visual, verbal and practical learning.
- Alternative methods of recording and communicating understanding.
- Sensory, communication or physical barriers to participation.
- Appropriate scaffolds and support to enable access to the same learning objectives as peers.

All pupils should have access to the same ambitious curriculum, with adaptations made where necessary to support successful participation.

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2. Creating an Inclusive Learning Environment

Classroom Environment

Teachers should ensure that:

- Background noise is minimised where possible.
- Lighting is appropriate for learning activities.
- Visual resources are clear and accessible.
- Pupils can clearly see demonstrations, models and presentations.
- Learning spaces are organised and free from unnecessary distractions.
- Scientific equipment and resources are accessible to all learners.

Displays

Science displays should:

- Celebrate scientific learning and achievement.
- Be visually engaging and accessible.
- Include scientific vocabulary and key concepts.
- Represent scientists from a diverse range of backgrounds, cultures, ethnicities and genders.
- Avoid reinforcing stereotypes about who can be a scientist.

Health and Safety

Risk assessments and practical activities should take account of:

- Physical accessibility.
- Medical and sensory needs.
- Allergies and health conditions.
- Mobility requirements.
- Individual support needs during investigations and educational visits.

Particular consideration should be given to pupils who may experience anxiety in unfamiliar environments or who require additional preparation before practical activities and visits.

3. Communication and Scientific Vocabulary

Scientific vocabulary plays a crucial role in developing scientific understanding.

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Teachers should:

- Explicitly teach new scientific vocabulary.
- Pre-teach key terminology where appropriate.
- Use visual supports, diagrams and practical examples to reinforce understanding.
- Model accurate scientific language.
- Encourage pupils to use scientific vocabulary when discussing and explaining their ideas.
- Revisit important vocabulary regularly to support retention.

Teachers should recognise that many scientific terms may be unfamiliar or have different meanings in everyday language. Opportunities should be provided for pupils to explore and discuss these meanings.

4. Supporting Scientific Enquiry

All pupils should be actively involved in working scientifically.

Teachers should ensure that pupils have opportunities to:

- Ask questions.
- Make observations.
- Group and classify.
- Identify patterns.
- Conduct comparative and fair tests.
- Research using secondary sources.
- Record and communicate findings.
- Draw conclusions using evidence.

Where barriers exist, reasonable adjustments should be made to enable participation. This may include:

- Adapted equipment.
- Additional adult support.
- Visual prompts and scaffolds.
- Photographic evidence.
- Voice recordings.
- Adult scribing.
- Digital technologies.

Adjustments should support participation whilst maintaining the integrity of scientific learning.

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5. Working with Additional Adults

Additional adults play an important role in supporting inclusion within science lessons.

Support staff should be involved in discussions about:

- Lesson objectives.
- Scientific vocabulary.
- Practical activities.
- Potential barriers to learning.
- Appropriate levels of support.

Support should encourage independence wherever possible and enable pupils to engage meaningfully with scientific enquiry and discussion.

Pupils should be consulted, where appropriate, about the support they find most effective.

6. Group Work and Collaboration

Science provides valuable opportunities for collaborative learning.

Teachers should:

- Use a variety of flexible groupings.
- Ensure pupils with SEND participate fully in paired and group work.
- Clearly communicate expectations and routines.
- Assign purposeful roles where appropriate.
- Support pupils who may find collaborative working challenging.
- Promote respectful discussion and shared problem-solving.

All pupils should have opportunities to contribute their ideas and lead aspects of investigations where appropriate.

7. Assessment for Learning

Assessment should support inclusion and celebrate progress for all learners.

Teachers should:

- Clearly communicate learning objectives and success criteria.

- Use questioning, observation and discussion to assess understanding.
- Identify misconceptions promptly.
- Adapt teaching in response to assessment information.
- Recognise and celebrate progress from individual starting points.
- Encourage self-assessment and reflection where appropriate.

Completed science work is marked with a green tick to acknowledge learning. Teachers use questioning, observation, discussions and assessment outcomes to monitor pupils' understanding and inform subsequent teaching.

8. Memory and Retention

To support long-term learning, teachers should:

- Regularly revisit prior learning.
- Make explicit links between previous and current learning.
- Review key vocabulary and concepts frequently.
- Encourage pupils to explain and apply previously learned knowledge.
- Use retrieval activities to strengthen memory and understanding.

Pupils should be encouraged to reflect on how their scientific knowledge and understanding have developed over time.

9. Supporting Pupils with English as an Additional Language (EAL)

Pupils learning English as an additional language should have full access to the science curriculum.

Teachers should:

- Use visual, practical and hands-on learning experiences.
- Provide opportunities for discussion and collaborative learning.
- Explicitly teach scientific vocabulary.
- Support understanding through diagrams, models and demonstrations.
- Value pupils' first languages where appropriate.

A pupil should not be regarded as having a learning difficulty solely because the language spoken at home differs from the language used in school.

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10. Representation and Belonging in Science

At Giles Junior School, we are committed to ensuring that every child feels that science is for them.

Children should encounter scientists from a wide range of backgrounds, cultures, ethnicities, genders and experiences. Teaching should challenge stereotypes and celebrate the contributions of diverse scientists throughout history and in the modern world.

Through our inclusive approach, we aim to ensure that all pupils develop confidence, curiosity and a positive sense of identity as learners of science.

Monitoring and Review

The Science Subject Leader will work alongside teachers to monitor the effectiveness of inclusive science provision through:

- Learning walks.
- Book scrutiny.
- Pupil voice.
- Staff voice.
- Planning reviews.
- Assessment information.

This guidance will be reviewed regularly to ensure it reflects current best practice and continues to support high-quality, inclusive science education for all pupils.