

# Best Practice Guidance

## Inclusion

### Context

Excellence in science teaching and learning should be accessible and age appropriate to all learners. Statutory requirements and non-statutory guidance on inclusion are indicated in the documents at the end of this guidance

### The position of ASE

- The Association believes that every learner should have an entitlement to access excellent science teaching and learning. Potential barriers to inclusion should be identified and appropriate strategies used to overcome them.
- Teachers of science should have the necessary training and on-going professional development opportunities to enable them to understand and meet the specific needs of all their learners.
- Inclusion should ensure appropriate support and adjustments to the science curriculum, environment and resources, to provide for all groups of learners including SEND, EAL and those with chronic illnesses. We support governing bodies to allow schools to follow an accreditation route most suited to learner needs rather than performance tables.

### Best practice should seek to include

- Planning of teaching and learning to support the inclusion, participation and engagement of all learners, taking account of individual needs.
- Reasonable adjustments to the learning environment to give access to the full science curriculum and assessment
- Consideration given to multisensory learning opportunities using appropriate resources to support all learners.
- Reference to CLEAPSS guidance using GO77 [Science for secondary aged pupils with SEND](#)

## Web Links

The Rochford Review (2016) produced a [report](#) making recommendations for assessment arrangements for pupils working below national standards for KS1 & KS2, here are the results of a further consultation and [DfE responses](#)

For ASE articles and educator [advice on SEND](#)

Times Educational Supplement [advice from a SENCO](#)

## Further information

Other sources of general and specific information, including the four Home Nations are shown below:

International [Framework for Action](#) on SEN (UNESCO) 1994

National Association of Special Educational Needs (NASEN) [/www.nasen.org.uk](http://www.nasen.org.uk)

“How OFSTED evaluates SEND provision in schools” search for this HMI presentation to NASEN

Support and advice for educators of EAL learners can be found on the NALDIC site (National Association for Language Development in the curriculum) [www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/](http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/)

Advice for educators of more able<sup>1</sup> children can be found on the NACE [National Association for Able Children in Education](#)

Northern Ireland [New SEN Framework](#) (2016)

Scottish Government (2010) [Supporting children's learning: code of practice \(Revised edition\)](#)

[Getting it right for every child](#) (GIRFEC)

Welsh Government (2016) [Inclusion and pupil support: Guidance](#)

DfE and DoH (2015) [Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.](#)

DfE (2015) [Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England](#)

DfE (2014) [The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities.](#)

DfE (2014) [P scales attainment targets for pupils with SEN](#)

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<sup>1</sup> DfE uses the terms higher attainers and most able; Ofsted uses 'More Able' in primary schools, 'Most Able' in secondary schools; the Welsh Government uses More Able and Talented (MAT)

'Learners' include pupils and students

'Educators' include trainers, teachers, technicians and teaching assistants