



Supporting SEND Children within Science

Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	<p>Age appropriate content for all children in the science lessons</p> <p>Gaps in knowledge and understanding in science due to (Covid19)</p> <p>Accessing learning due to poor literacy skills</p> <p>Children may struggle to remember information/facts/previous learning in science</p>	<p>Using personal stories to understand different contexts</p> <p>1:1 or group sessions to revisit learning.</p> <p>Use of books/stories to add a context.</p> <p>Ensure previous years science learning objectives (TT statements) are covered – MTP</p> <p>Keywords displayed</p> <p>Use of shorter/less complex sentences in resources given</p> <p>Writing frames where possible and clear differentiation</p> <p>Lots of retrieval opportunities and reinforcement in science lessons</p> <p>Apply new vocab into lots of different contexts – pre teaching vocab, Kagan games</p> <p>Memory games to recall previous learning</p>



Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	<p>Children may struggle to communicate and express opinions in science</p> <p>Language difficulties may make children unable to access their science learning</p>	<p>Visual cues and visual words/ phrases with dual coding</p> <p>Child to face T to support lip reading</p> <p>Write new vocabulary down</p> <p>Language Buddies</p> <p>Lots of reinforcement and lots of repetition</p> <p>Scaffold observational skills through careful questioning</p> <p>Use of simple instructions and step by step instructions</p> <p>Careful and appropriate modelling to support understanding</p> <p>Videos of examples and practice</p>
Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	<p>Children with visual impairment may find it difficult to see images shown during the science lessons.</p> <p>Recording information may be difficult from a scientific investigation.</p>	<p>Ensure images are enlarged and accessible</p> <p>Ensure children are close to whiteboard/ sources</p> <p>Provide additional ways to record e.g. video, drawings, verbal explanation</p>



	<p>Children with fine motor difficulties may find it difficult to use specific Science equipment</p> <p>Children who might not be able to touch or handle equipment</p>	<p>EYFS tools that may be larger to use e.g. magnifying glasses and tweezers</p> <p>Working in groups to support</p> <p>Pencil grips and tripod pencils</p> <p>Use of ICT to support access</p> <p>Addressing individual needs on a school trip to ensure full access e.g. breaks for walking etc</p>
<p>SEMH</p>	<p>Subject Challenges for SEND</p>	<p>Provision for SEND</p>
	<p>Children may become frustrated/withdraw/ aggressive when work is challenging</p> <p>Children's mental health and wellbeing may impact on their ability to access their learning</p>	<p>Ensure instructions are clear</p> <p>Children provided with a role which may not involve active participation</p> <p>Use of ICT to support access</p> <p>Providing appropriate resources so that children can access the lesson e.g. fiddle toy</p> <p>Providing a safe space for the children within the lesson if needed- breakout spaces</p> <p>Teach with empathy and understand</p> <p>Ensure children have opportunities to have sensory breaks etc from their work</p>



		Consider cognitive overload and children's ability to manage this
Non Negotiables that need to be in place in all lessons/classrooms when teaching Science	<ol style="list-style-type: none">1. Opportunities to explore tactile resources/equipment where appropriate2. New vocabulary on display/dual coded (pre-taught where necessary)3. Explicit modelling of key skills – scientific enquiry, investigations, working scientifically bubbles4. Effective communication with parents/carers through discussions and IEPs	