

## SEND provision in science

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>Accessing reading/ written work</li> <li>Poor memory and recall skills</li> <li>Recording written investigations</li> <li>Poor sequencing skills</li> </ul>	<ul style="list-style-type: none"> <li>Use of symbols, larger print, colour coding, multi-sensory reinforcement and a greater emphasis on aural memory skills.</li> <li>Use word banks which include pictures – widget</li> <li>Dyslexia friendly environment,</li> <li>Scribing</li> <li>Use of technology.</li> <li>Differentiated worksheets or wordbanks to support during tasks.</li> <li>A working wall showing each lesson's focus and how successive lessons or topics link.</li> <li>Repeat or display important information.</li> <li>Use of ICT to reduce the need for pupils to rely on their short- or long-term memories.</li> <li>New learning fits into the framework of what the pupil already knows.</li> <li>A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions.</li> <li>Smart grouping: pairing with a more able reader/writer.</li> <li>Build in lots of repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Following instructions</li> <li>Understanding and using new topic vocabulary</li> <li>Lower than expected levels of expressive vocabulary – 'they can't find the words'</li> </ul>	<ul style="list-style-type: none"> <li>Give instructions as a step-by-step basis</li> <li>Refer to knowledge organisers.</li> <li>Pre-teaching of new vocabulary prior to lesson.</li> <li>Limit vocabulary to that which is necessary to ensure progress.</li> <li>Social stories.</li> <li>Children are allowed time to discuss the answers to questions with peers.</li> <li>Children with communication impairments are given time to think about questions before being required to respond.</li> </ul>
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> <li>Videos with overstimulating or challenging themes</li> <li>Poor motor control (when using equipment for experiments)</li> <li>Hearing impairment</li> <li>Visual impairment</li> <li>Overly sensitive to sound/ noise</li> <li>Overly sensitive to touch/textures of items</li> </ul>	<ul style="list-style-type: none"> <li>Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T</li> <li>Support with group work to avoid conflict/sensory overload</li> <li>Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress.</li> <li>Use of subtitles where necessary.</li> <li>Opportunities to learn about science through physical contact where possible and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding own thoughts and contrasting with those of others</li> <li>Working effectively as part of a group</li> <li>Anxiety towards new or sensitive to themes</li> </ul>	<ul style="list-style-type: none"> <li>Working in a small group with a trusted adult for emotional support and to avoid conflict.</li> <li>Some children could work individually.</li> <li>Pre teaching and discussing the responses to unit – when necessary.</li> <li>Clear rules and expectations, consistent boundaries, rewards and sanctions.</li> <li>Pre-teach challenging concepts/themes/vocab in advance to prepare children fully.</li> </ul>

