**SEND in my subject area – Science**

**What is in place in your subject area for teaching that subject to children with SEND?**

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| **Cognition and Learning** | | **Communication and Interaction** | |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Age-appropriate content for all children in the science lessons | * Using personal stories to understand different contexts * 1:1 session * Use of books/stories/pictures/reference to cross curricular vocabulary * Well labelled, relevant resources | * Children may struggle to communicate and express opinions in science | * Visual cues * Visual words/ phrases * Minimise background noise * Child to face T to support lip reading * Write new vocabulary down * Dual coding * Language Buddies * Talk partners * Thinking/processing time * Small group work |
| * Accessing learning due to poor literacy skills | * Key words displayed * Use of shorter/less complex sentences in resources given * Writing frames where possible * use of visuals * Word banks/pictures * access to sentence stems * Talking clipboard/whiteboard * now next board | * Language difficulties may make chn unable to access their science learning | * Lots of reinforcement * Lots of repetition * Scaffold observational skills through careful questioning * Use of simple instructions * Step by step pictorial instructions * learning stories * Careful and appropriate modelling to support understanding * Visual aids and dual coding * Videos of examples and practice |
| * Children may struggle to remember information/facts/previous learning in science | * Lots of retrieval opportunities and reinforcement in science lessons * Clear adaptations * learning story/visual were appropriate * Apply new vocab into lots of different contexts – pre teaching vocab |  |  |

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| **Physical and Sensory** | | **Social Emotional and Mental Health** | |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Children with visual impairment may find it difficult to see images shown during the science lessons. * Recording information may be difficult from a scientific investigation. | * Ensure images are enlarged and accessible * Ensure chn are close to whiteboard/ sources/teacher * Provide additional ways to record e.g., video, drawings, verbal explanation | * Chn may become frustrated/withdraw/ aggressive when work is challenging | * Ensure instructions are clear * Children provided with a role which may not involve active participation * Use of ICT to support access * Providing appropriate resources so that children can access the lesson e.g. fiddle toy * Providing a safe space for the children within the lesson if needed- breakout spaces * Awareness of individual triggers * Consistency of adult approach |
| * Children with fine motor difficulties may find it difficult to use specific Science equipment | * EYFS tools that may be larger to use * Working in groups to support * Pencil grips and tripod pencils * Use of ICT to support access * Partner work for support (if required) | * Children’s mental health and wellbeing may impact on their ability to access their learning | * Teach with empathy and understanding * Ensure children have opportunities to have sensory breaks etc from their work * Consider cognitive overload and children’s ability to manage this * Ensure that parents are aware of curriculum and can support in science. |
| * Children who might not be able to touch or handle equipment | * Addressing individual needs eg. on a school trip to ensure full access eg breaks for walking etc |  |  |
| * Children who are sensitive to noise | * Provide ear defenders * Prepare and pre - expose children to experience and noise. |  |  |