**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
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| * 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
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| * 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
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| * 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.
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| * 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
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| * Children who are sensitive to noise
 | * Provide ear defenders
* Prepare and pre - expose children to experience and noise.
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