

SEND PROVISION IN SCIENCE

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

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| | <p><i>an effective way for a child to communicate any distress</i></p> <ul style="list-style-type: none">• <i>Use of subtitles where necessary</i>• <i>Opportunities to learn about science through physical contact where possible and relevant</i> | | <ul style="list-style-type: none">• <i>Pre-teach challenging concepts/themes/vocab in advance to prepare children fully.</i> |
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