



## SEND in My Subject - Science

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	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
Gaps in knowledge and understanding in science due to (Covid19)	Ensure previous years science learning objectives are covered	Language difficulties may make children 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 instructions Careful and appropriate modelling to support understanding Visual aids and dual coding Video's of examples and practice
Accessing learning due to poor literacy skills	Key words displayed Use of shorter/less complex sentences in resources given Writing frames where possible Staff member to scribe and record ideas.		
Children may struggle to remember information/facts/previous learning in science	Lots of retrieval opportunities and reinforcement in science lessons Clear differentiation		

	<p>Apply new vocab into lots of different contexts - pre teaching vocab</p> <p>Physical warm ups to recall previous learning</p>		
<i>Physical and sensory</i>		<i>Social Emotional and Mental Health</i>	
<i>Subject Challenges for SEND</i>	<i>Provision for SEND</i>	<i>Subject Challenges for SEND</i>	<i>Provision for SEND</i>
<p>Children with visual impairment may find it difficult to see images shown during the science lessons.</p> <p>Children with hearing impairment may find it difficult to hear sounds 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>Ensure sounds are loud enough</p> <p>Work with the child to see if they can hear what is being listened to</p> <p>EYFS tools that may be larger to use</p> <p>Working in groups to support</p> <p>Pencil grips and tripod pencils</p> <p>Use of ICT to support access</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 eg 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> <p>Consider cognitive overload and children's ability to manage this</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>Addressing individual needs on a school trip to ensure full access eg breaks for walking etc</p>		<p>Ensuring that parents are aware of curriculum and can support in science.</p>
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Non Negotiables that need to be in place in all lessons/classrooms when teaching science:

1. Opportunities to explore tactile resources/equipment where appropriate
2. New vocabulary on display/dual coded (pre-taught where necessary)
3. Explicit modelling of key skills - scientific enquiry, investigations