

SEND in my subject area: Science

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

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Literacy difficulties	<p>Use of topical word banks and picture cards to aid understanding and explanation of scientific processes</p> <p>Individual access to the above during activity</p> <p>Adult to scribe during group work / paired working</p> <p>Alternative recording method (mind map, video, photographs, poster, adult scribe, journaling technique)</p> <p>Adult support, peer support (mixed ability pairing supports)</p> <p>Pre-teach activities</p> <p>Clicker 7 access</p>	<p>Difficulties using language / expressing themselves</p> <p>Difficulties with processing language /following instructions</p>	<p>Sentence starters / modelled language.</p> <p>Stem sentences / repetition</p> <p>Partner talk</p> <p>My turn-Your turn</p> <p>Opportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagram</p> <p>Simplified step by step instructions.</p> <p>Chunking.</p> <p>Pictorial prompts</p> <p>Model – do</p> <p>Time to formulate information / answers</p>
Numeracy difficulties	<p>Think how data tables can be created differently – e.g. pictograms</p> <p>Use of mathematical equipment / resources available in Science lessons</p> <p>Bring abstract concepts to life through concrete resources and comparisons</p>		
Retaining information / meaning of vocabulary	<p>Retrieval questions to start lessons</p> <p>Revisit vocab from previous sessions</p> <p>Word banks – involve children in</p>		

	<p>selecting words and removing them when confident</p> <p>Make links between vocabulary in lessons and other curriculum areas</p> <p>Pre-teach vocabulary</p> <p>Provide worked examples to use as a model during independent working</p>		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	<p>Usual supports must be available:</p> <p>pencil grip</p> <p>sloping board</p> <p>writing frames</p> <p>scaffolds</p> <p>scribe</p> <p>journaling</p> <p>cut up sentence</p>	Children who struggle to maintain attention	<p>Fast paced lessons, model and do approach to teaching, use of interactive resources</p> <p>Investigative activities</p> <p>Give roles during group work – allow child to be the ‘expert’ at times</p> <p>Opportunities to move – give out books, maps etc</p> <p>Non-verbal reminders</p> <p>Seating plans</p>
Children with gross motor difficulties	All children must be able to access a planned activity / field trip with their normal support available	Children who have difficulty with transitions and routines	<p>Advance preparation for how the lesson will run</p> <p>Now and next strategy</p> <p>Advance preparation for practical / field work – ensure they are aware of the location and feel supported by a familiar adult</p>
Children with hearing difficulties	<p>Seating plan – ensure children are seated where they can hear and see the adult</p> <p>Picture prompts</p> <p>Adult check ins</p> <p>Adult repeat back other children’s answers that may not be heard</p>	Difficulty working with others / sharing resources	<p>Adult modelling and facilitation</p> <p>Use of timers to signify turn ending and beginning/Use of now &amp; next</p> <p>Access to individual equipment</p>
Children with visual difficulties	<p>Seating plan – can they see the board?</p> <p>Enlarged resources</p>		

