



SEND Provision in Science

Area of Need: Cognition and Learning	
Challenges	Provision for SEND pupils
<p>Children may struggle to remember key facts and new knowledge</p> <p>Accessing learning due to poor literacy skills</p>	<p>New vocab used multiple times and in different contexts. Lots of retrieval practise in the form of memory tasks and the use of knowledge organisers.</p> <p>Knowledge organisers to have age appropriate images and level of text. Where possible, text to be read aloud to pupils by adult or peer helpers.</p>

Area of Need: Communication and Interaction	
Challenges	Provision for SEND pupils
<p>Children may struggle to communicate their views or answer questions</p> <p>Language difficulties may make it difficult for children to access learning</p>	<p>Visual cues, dual coding with new vocabulary and instructions, extra time and space to answer</p> <p>Repetition and reinforcement of new vocabulary and instructions. Chunked instructions and simplifies questions.</p> <p>Modelling and support from adult where possible</p> <p>Visual aids and dual coding</p>

Area of Need: Social, Emotional & Mental Health	
Challenges	Provision for SEND pupils
<p>Level of challenge can be too much and children become triggered.</p>	<p>Information and tasks to be chunked</p>

<p>Children's mental health and well being may impact their ability to access learning</p>	<p>Providing brain breaks and/or quiet spaces if needed Use of ICT to aid reading or recording Pre teach where needed</p> <p>Providing appropriate resources to aid concentration e.g. fiddle toys Ensure that time is given for sensory/brain breaks sensitively</p>
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<p>Area of Need: Physical & Sensory</p>	
<p>Challenges</p>	<p>Provision for SEND pupils</p>
<p>Children are unable to sit and join in with carpet input</p> <p>Children who may struggle with handling equipment and/or certain types of materials</p>	<p>Children access tactile resources to allow sensory exploration and enhance understanding of real life materials.</p> <p>Handle lessons with potentially triggering materials sensitively and allow children to choose whether they touch them. Describe materials to the child, or allow them to work with a peer helper and give them the role of observer.</p>