

SEND provision and adaptation in Science



Proudly and joyfully, we love, live and learn as God's children

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Interpretation challenging concepts</p> <p>Reading/studying of Scientific discoveries</p> <p>Cognitive difficulties – ability to understand the content of formal Science lessons</p> <p>Processing difficulties</p>	<p>Stem sentences – provide the language to the children so they can give opinions, especially when predicting and concluding.</p> <p>Widget word mats/resources/displays to support access</p> <p>Use of Concept Cartoons to support understanding, linking Science to real life</p> <p>Key words displayed</p> <p>Use of shorter/less complex sentences in resources given</p> <p>Videos/ models to support understanding</p>	<p>Expressing themselves – opinions using verbal communication</p> <p>Language difficulties may make chn unable to access learning</p>	<p>Providing widget resources/pictorial images for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions</p> <p>Use of simple instructions – small steps</p> <p>Careful and appropriate modelling to support understanding</p> <p>Visual aids and dual coding</p> <p>Videos of examples and practice</p>
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Fine motor skills/physical difficulties</p> <p>Tactile quality of materials</p>	<p>Choosing appropriate resources and manipulatives for each individual child's need.</p> <p>Provide additional ways to record info(video/ICT etc)</p> <p>Ensure any sensory difficulties are considered at the point of planning</p> <p>Tables to record information clearly</p> <p>Being mindful of the noise level / smells/ feel when carrying out investigations.</p> <p>Paired/ group investigations where the groupings are carefully considered</p>	<p>Low self-esteem</p> <p>Social difficulties – may struggle with group work</p>	<p>Share Scientists who had challenges and highlight the contributions hat they made</p> <p>Teachers language - we can all explore/ discover things</p> <p>Open ended learning objectives – the skill not the artwork.</p> <p>Pre-teach key information so they feel prepared for the lesson and can be an 'expert'</p> <p>Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start</p> <p>Provide clear, specific instructions and outline expectations</p>

Non Negotiables that need to be in place in all lessons/classrooms when teaching art and design:

1. Accessible pictorial displays/resources available to all pupils including widget (only if appropriate).
2. Assessment is carried out at each stage of the lesson to ensure gaps can be closed. If a child does not achieve the WALT then this must be addressed in the lesson and/or before the next lesson.
3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.