St Cuthbert's Church of England Primary School

Supporting SEND Children within Science		
Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	Age appropriate content for all children in the science lessons Gaps in knowledge and understanding in science Accessing learning due to poor literacy skills Children may struggle to remember information/facts/previous learning in science	Using personal stories to understand different contexts 1:1 or group sessions to revisit learning. Use of books/stories to add a context. Ensure previous years science learning objectives are covered – MTP Keywords displayed Use of shorter/less complex sentences in resources given Writing frames where possible and clear differentiation Lots of retrieval opportunities and reinforcement in science lessons Apply new vocab into lots of different contexts – pre teaching vocab Memory games to recall previous learning
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	Children may struggle to communicate and express opinions in science Language difficulties may make children unable to access their science learning	Visual cues and visual words/ phrases with dual coding Child to face T to support lip reading Write new vocabulary down Language Buddies

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		Lots of reinforcement and lots of repetition Scaffold observational skills through careful questioning Use of simple instructions and step by step instructions Careful and appropriate modelling to support understanding Videos of examples and practice
Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	Children with visual impairment may find it difficult to see images shown during the science lessons. Recording information may be difficult from a scientific investigation. Children with fine motor difficulties may find it difficult to use specific Science equipment Children might not be able to touch or handle equipment	Ensure images are enlarged and accessible Ensure children are close to whiteboard/ sources Provide additional ways to record e.g. video, drawings, verbal explanation EYFS tools that may be larger to use eg magnifying glasses and tweezers Working in groups to support Pencil grips and tripod pencils Use of ICT to support access Addressing individual needs on a school trip to ensure full access eg breaks for walking etc
SEMH	Subject Challenges for SEND	Provision for SEND
	Children may become frustrated/withdraw/ aggressive when work is challenging	Ensure instructions are clear Children provided with a role which may not involve active participation

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	Children's mental health and wellbeing may impact on their ability to access their learning	Use of ICT to support access Providing appropriate resources so that children can access the lesson eg fiddle toy Providing a safe space for the children within the lesson if needed- breakout spaces Teach with empathy and understand Ensure children have opportunities to have sensory breaks etc from their work Consider cognitive overload and children's ability to manage this
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	