



Strategies for supporting pupils with SEND in Science lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<p>Provide clear and simple instructions. Check that the child understands the task before starting. Use the child's name when asking a question. Use of a visual timetable. Use of a task management board. Allow children extra time to process new information. Pre teach vocabulary. Provide written and pictorial instructions. Allow discussion and sharing of ideas to build verbal skills. Scaffold learning so it is accessible. Use of non-verbal gestures. Give the child time to respond. Match your language to the language of the child. Provide a range of ways to show outcomes – photos, diagrams, labelling, posters. Vocabulary cards/mats with visual representations.</p>
Cognition and Learning	<p>Provide word banks/mats to support vocabulary. Model how to use equipment before the lesson. Ensure clear and concise instructions are given. Take the time to pre-teach vocabulary. Use small, structured steps for each part of the task. Allow for children to record their learning in a variety of ways – photos, posters, dictating. Allow for children to explain an experiment/results including in words and pictures with contextualisation. Repeat instructions in a variety of ways. Provide a writing frame to support writing. Scaffold learning to support children's individual needs. Model how experiments should be completed. Support children with their organisation – especially in regards to equipment.</p>
Social Emotional and Mental Health	<p>Children are prepared before the lesson – instructions for carrying out instructions shared and talked about beforehand. Use a visual timetable so children know what the day looks like. Consistently implement expectations. Ensure there are adults who have trusting, positive relationships with the children. Provide opportunities for children to ask questions. Use of WINE and PACE. Use simple, specific instructions that are clear to understand. Understand your student's skills, and where their starting place is. Use of TIS strategies. Ensure outcomes are clear so children are aware when they achieve the outcome. Allow child to observe rather than participate if necessary. Carefully consider seating plan. Avoid seating plan</p>
Sensory and Physical	<p>Use of movement breaks to refocus concentration. Familiarise children with equipment beforehand. Speak clearly and slowly so that children can understand what is being said. Check personal equipment such as hearing aids before the lesson. Ensure background noise is minimal. Give enlarged pictures/diagrams. Provide an equipment list. Give time to practice how to use equipment. Consider alternative methods of recording work.</p>

	<p>Ensure work spaces are organised.</p> <p>Ensure all staff in the lesson are aware of any sensory needs.</p> <p>Provide activities that require movement for children who struggle to sit still.</p>
--	--