



Supporting Learners with SEND in Science



<p>Creating an inclusive environment</p>	<ul style="list-style-type: none"> - Opportunities given throughout the school week (during British Values, Keeping Safe and assemblies) to increase children's opportunities to learn and retrieve PSHE knowledge and experiences. - Consideration given to task differentiation for SEND pupils, through planning, to adapt to the children's needs (e.g. group work, partner work, pictorial, verbal) - Use of ICT to support if beneficial. - Hands on experiences- scientific experiments at the end of each topic. - Key vocabulary displayed on science working walls, science books and power points.
<p>Curriculum considerations</p>	<ul style="list-style-type: none"> - All learners given the opportunity to learn and discuss the same concepts in Science. - Differentiation used as necessary to adapt to individual needs and learning styles. - Correct terminology used an embedded across the school to ensure consistency. - Use of ICT to support if beneficial
<p>Strategies to scaffold learning</p>	<p><u>Learners who struggle with attention:</u></p> <ul style="list-style-type: none"> - Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources. - Consider the length of teaching input. - Learners given short, manageable bursts of learning to help structure their attention. - Use of TA where needed to support children and keep them on task. <p><u>Learners who have sensory needs:</u></p> <ul style="list-style-type: none"> - Considerations to the size of the group they work in, including individual work. <p><u>Learners who have literacy difficulties:</u></p> <ul style="list-style-type: none"> - Visual aids and word banks provided as needed. Vocabulary displayed on working walls in all classes. - Strategies such as modelling and demonstrating used. - Verbal and scribed responses used for classroom discussion. <p><u>Learners who struggle to retain vocabulary:</u></p> <ul style="list-style-type: none"> - Recapping terminology at the beginning of each lesson

- | | |
|--|---|
| | <ul style="list-style-type: none">- Retrieval questions used at the beginning of each lesson to recall prior knowledge.- Word banks to support recall.- Key vocabulary referred to throughout the school day. |
|--|---|

Learners who need additional time to support their conceptual understanding:

- Content broken down into small steps to build understanding.
- Now and next cards used.
- Visual timetables and success boards.
- Maximised opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience.