Shortlanesend

Strategies for supporting pupils with SEND in Science lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	Daily timetable visible in every classroom identifying Science session Visual cues (task management board) Individual workstations where required. Consistent approach and structure to the Science lesson. Children are prepared for any change to the structure or routine. Sensory breaks given where required. Vocabulary is integrated throughout the lesson with visuals to support new language acquisition. Questioning techniques used invite discussion rather than direct right/wrong answers that may make a pupil feel uncomfortable. The children are aware of a clear goal for what they are expected to achieve during the Science lesson. Visual displays referred to, to illustrate new strategies. Verbal instructions are given clearly and consider how many instructions are appropriate to give at any one time. Regular check ins from adults to assess understanding and enable early intervention where misconceptions arise. Cold calling to support building confidence in communication. Use of Oracy skills to build on and extend previous answers. Vocabulary cards/mats with visual representations will be used to give instructions and to structure the sessions.
Cognition and Learning	Overlays and chunking of text used to support reading skills. Opportunity to recall and repeat areas of Science explored in previous lessons through the retrieval. The opportunity for peer and adult support is built into every lesson. Gaps in learning are identified and addressed promptly. Questions and activities match children's academic needs. Visual cues are given when new concepts are introduced and wherever appropriate. Self-assessment opportunities are included in each lesson. Key vocabulary introduced and explained at the start of each lesson and regularly referred to throughout the lesson. Pre-teach of subject specific vocabulary taught. Information is repeated and reviewed, varying vocabulary where possible to deepen understanding. PowerPoint slides are not overcrowded with information. Incorrect letter formation is addressed promptly whenever it arises. A range of ways for children to explain an experiment/result including in words, pictures, comparisons to real-life situations and contextualisation. A range of ways for children to show/record their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc.

Social Emotional and Mental Health	Verbal praise to boost confidence and self-esteem. Trusting relationships are nurtured between all adults in the classroom and the children. Adults are familiar with possible triggers and anxiety inducing scenarios. Individual workstations used where appropriate. Adults are trained in PACE and WINE techniques and approach all children from a place of curiosity. Task management boards are used to break down systems and concepts. TEAACH style trays used for some pupils to support. There is a consistent approach to expectations and behaviour which is based on positive praise. The children are aware of a clear goal for what they are expected to achieve during the Science lesson. Learning is broken down into manageable chunks. Children have nominated/are supported to find a safe space. Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
Sensory and Physical	Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom. Meaningful movement/sensory breaks are planned into lessons to avoid fatigue/dysregulation. Images and texts with printed work will be enlarged where there is a visual impairment. Consideration of the seating environment is dependent on the child's need. Adults to check specialist equipment (eg hearing aids) prior to the lesson beginning. Consideration given to where adults position themselves in the room when talking/giving instructions. Task management boards used to clearly break down individual instructions. Children's individual equipment regularly checked and maintained. Adults model use of equipment and support where needed. Adults are familiar with possible triggers and anxiety inducing scenarios. Background noise will be minimised and the classroom will be a quiet, calm environment. Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared. Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson. Children will be provided with key vocabulary specific to Science with technical terms explained.