

Adaption for children with SEND in Science

Area of Need	Barrier / Learning Challenge	Adaptation
Specific Learning Difficulty	Understanding new Science knowledge	Range of teaching strategies to support different types of learners, including: <ul style="list-style-type: none"> • Hands-on learning (children able to touch/explore). • Use of outdoor environment. • Use of ICT (videos, iPad, apps, website links). • Practical fieldwork investigations. • Use of knowledge notes and dual coding to support understanding.
	Recording Written learning	<ul style="list-style-type: none"> • Range of ways to record work incl. verbally, group presentations, use of ICT, written, scribes etc. • Adult support as appropriate for individual child.
Communication and Interaction	Understanding new vocabulary	<ul style="list-style-type: none"> • Some pre-teaching of new vocabulary prior to lesson. • Liaise with Speech and Language Lead. • Limit vocabulary to that which is necessary to ensure progress. • Explicit teaching of new vocabulary • Use knowledge notes and dual coding to support understanding • New vocabulary limited to manageable number • Continuous checking of understanding of key terms/concepts
	Difficulty participating in class discussion	<ul style="list-style-type: none"> • Carefully considered groupings/pairings with adult support as appropriate.
	Communicating within lessons	<ul style="list-style-type: none"> • ‘Think pair share’ before cold calling • Allow time for child to respond to questions. • Use alternative forms of responding such as mini whiteboards or partner feedback. • Give child warning if you’re going to ask/ expect an answer to a question. • Use a ‘hot table’ for children who may need support. • Give child enough warning/time to answer. • Discuss given question within small group/1:1 with an adult.
Social, Emotional and Mental Health	Sabotaging work if it’s not perfect.	<ul style="list-style-type: none"> • Use of learning labels to focus on the aspects that prioritise the learning over the presentation. • Conversation before and during about their plan for execution • Use of the ‘whoops’ moment for when things do not go to plan. • Encourage/praise. • Adult support if becoming dysregulated.
	Anxiety around new experiences to celebrate Geography, e.g. school trips.	<ul style="list-style-type: none"> • Modifying the activity. • Talking to individuals about anxiety and what could be done to improve/help. • Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.
	Completing Work	<ul style="list-style-type: none"> • Short, sharp instructions for child to tick off when complete. • Task planners
	Low Self esteem	<ul style="list-style-type: none"> • Opportunities for children to share their work in quieter areas of classroom with their adults if they prefer. • One to one sharing.
	Challenging Behaviour.	<ul style="list-style-type: none"> • Allow movement or release breaks/ different work environments such as a wall table. • Modify activity and expectations. • Smaller groups, clear instructions, adult support.
Sensory or Physical	Visual or Hearing Impairment.	<ul style="list-style-type: none"> • Adult support. • Demonstration of how to use equipment. • Larger/smaller space. • Consult with the relevant sensory support teams.
	Difficulty accessing resources effectively	<ul style="list-style-type: none"> • Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc.). • Physical and sensory needs taken into consideration in advance of practical work (incl. school trips etc.) to ensure activities are accessible. • Use of range of different resources (hands-on practical learning, equipment etc.). • Options to record learning in different ways if appropriate. • Close working links with other agencies supporting individual children.