

Adaptations for children with SEND in Science

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> ● Pre-teach new vocabulary ● Use the etymology of words to support children decipher new language using what they already know about root words/suffixes/prefixes ● Identify key vocabulary being taught and ensure understanding/definition ● Children given copies of what is on board so that they are not required to copy ● Repetition of teaching of key vocabulary to ensure overlearned ● Word mats given ● Build on existing learning – What did we learn last week? What will we learn next? Use starters to recap previous knowledge from previous year groups/units that may link to the current one. ● Writing frames given to support recording ● Use of ICT to record understanding – video role play, speech to text, photos ● Key learning points reviewed at the end of the lesson ● Alternative ways to show understanding – use of visuals to finish sentences, drawings, diagrams, mind maps, discussion, quotes on post-its ● Coloured background when using whiteboard 	<ul style="list-style-type: none"> ● Now and Next boards ● Checklists to help with organisation ● Structured routine in the lesson ● Use of visuals ● Regularly model the use of key vocabulary in sentences so that learners can hear them being used in the correct context. ● Use questioning to recap the meaning of key terminology on a regular basis and actively encourage learners to apply terms in class discussion and written work, so that they become part of the learner's everyday language. ● Multi-sensory approach to support spoken language – pictures, concrete resources, role play ● Instructions in manageable chunks ● Slow down delivery to allow processing time – time to talk ● Display key vocabulary on a working wall for learners to access each lesson for learners to refer to. ● Speech frames given to support ● Talk partners used ● Discussion frames to be used regularly
Sensory and Physical Needs	Social, Emotional and mental Health difficulties
<ul style="list-style-type: none"> ● Careful seating arrangements (hearing/sight difficulties – near the front) ● Coloured background when using whiteboard ● Avoid getting child to copy from the board ● Appropriate print size used and text read out for child where needed ● Repeat contributions from other children ● Repeat instructions to the child ● More thinking time given ● Slow down speech to ensure key points heard and processed ● Coordination: Use of ICT or discussions and oral presentations to present thoughts and understanding rather than relying on writing ● Support with writing where needed: writing frame ● Use post-it notes to record thoughts/discussion points (scribed by adult) ● Separate room if necessary (quieter) when the whole class is carrying out investigations as this can get noisy. ● Choice about whether they want to touch all the materials (sensory) 	<ul style="list-style-type: none"> ● Now and Next boards ● Clear behaviour expectations modelled by teachers ● Use of social stories and comic strip conversations/concept cartoon style ● Role play to act out scenarios ● Provide all learners with planned movement breaks in lesson routines. ● Break down instructions- checklists to help them attend to the task independently. ● Pre-warn children and families of sensitive issues that may be taught and discussed (smoking, alcohol, drugs, SRE) ● Quiet space to go to if children struggle with the content ● Wobble cushions to support sitting during discussion time