

## Strategies for supporting pupils with Special Educational Needs and Disabilities in Science lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<p>Provide clear and simple instructions.</p> <p>Check that the child understands the task before starting.</p> <p>Use the child's name when asking a question.</p> <p>Use of a visual timetable.</p> <p>Use of a task management board.</p> <p>Allow children extra time to process new information.</p> <p>Pre teach vocabulary.</p> <p>Provide written and pictorial instructions.</p> <p>Allow discussion and sharing of ideas to build verbal skills.</p> <p>Scaffold learning so it is accessible.</p> <p>Use of non-verbal gestures.</p> <p>Eye contact.</p> <p>Give the child time to respond.</p> <p>Match your language to the language of the child.</p> <p>Provide a range of ways to show outcomes – photos, diagrams, labelling, posters.</p> <p>Vocabulary cards/mats with visual representations.</p>
<b>Cognition and Learning</b>	<p>Provide word banks/mats to support vocabulary.</p> <p>Model how to use equipment before the lesson.</p> <p>Ensure clear and concise instructions are given.</p> <p>Take the time to pre-teach vocabulary.</p> <p>Use small, structured steps for each part of the task.</p> <p>Allow for children to record their learning in a variety of ways – photos, posters, dictating.</p> <p>Allow for children to explain an experiment/results including in words and pictures with contextualisation.</p> <p>Repeat instructions in a variety of ways.</p> <p>Provide a writing frame to support writing.</p> <p>Scaffold learning to support children's individual needs.</p> <p>Model how experiments should be completed.</p> <p>Support children with their organisation – especially in regards to equipment.</p>

<p><b>Social Emotional and Mental Health</b></p>	<p>Children are prepared before the lesson – instructions for carrying out instructions shared and talked about beforehand.</p> <p>Use a visual timetable so children know what the day looks like.</p> <p>Consistently implement expectations.</p> <p>Ensure there are adults who have trusting, positive relationships with the children.</p> <p>Provide opportunities for children to ask questions.</p> <p>Use of WINE and PACE.</p> <p>Use simple, specific instructions that are clear to understand.</p> <p>Understand your student's skills, and where their starting place is.</p> <p>Use of TIS strategies.</p> <p>Ensure outcomes are clear so children are aware when they achieve the outcome.</p> <p>Allow child to observe rather than participate if necessary.</p> <p>Carefully consider seating plan.</p> <p>Avoid seating plan</p>
<p><b>Sensory and Physical</b></p>	<p>Use of movement breaks to refocus concentration.</p> <p>Familiarise children with equipment beforehand.</p> <p>Speak clearly and slowly so that children can understand what is being said.</p> <p>Check personal equipment such as hearing aids before the lesson.</p> <p>Ensure background noise is minimal.</p> <p>Give enlarged pictures/diagrams.</p> <p>Provide an equipment list.</p> <p>Give time to practice how to use equipment.</p> <p>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>