

SEND in my Subject Area: Science

Provision in place to support children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
<ul style="list-style-type: none">• Understanding Scientific vocabulary.• The process of carrying out Scientific investigations.• Retention of previous Scientific sticky learning.• Recording the process completed after an experiment.	<ul style="list-style-type: none">• Pre-teach of vocabulary and over use when working with SEND children.• Verbal now and next with TA/T.• Additional time to look in floor books/previous learning.• Sequencing activity/talking tins. (SEN in Year 5 flow diagrams used to structure experiments) (Year 1-use of adult scribe to record	<ul style="list-style-type: none">• Language barriers when working in teams (Such as during investigations)• Turn taking when completing practical investigations.• Using Scientific Vocabulary correctly.	<ul style="list-style-type: none">• Sentence stem provided (SEN Year 1 had sentence stems when predicting in what conditions a flower would grow best)• Use of in prompt symbols. (Rocks and soils- Each rock has its name next to it)

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	learning. Use of pictures to aid this.)		
Physical and Sensory		Social, Emotional and Mental Health	
Subject Challenges for SEND	Provision/ Adaptations for SEND	Subject Challenges for SEND	Provision/ Adaptations for SEND
<ul style="list-style-type: none">• Sensory needs during practical learning (Planting – One child in Class 1 did not like the feeling of wet soil.)• Hand eye coordination when completing investigations. (Especially involving water)	<ul style="list-style-type: none">• Plastic gloves/ PPE for individual children.• Size of apparatus and support from adults.	<ul style="list-style-type: none">• Lack of social/wider world experience (In KS1 some children had never had experience of what a seed was and how it grows.)• Focus and attention during Scientific inputs.• Lack of understanding of cause and effect when it comes to planning fair test experiments.	<ul style="list-style-type: none">• Opportunities in forest school to have additional over learning (Children identified as having no previous knowledge of seeds had overlearning in their forest school session.)• Visual support, sensory toys, ear defenders.• Increased time for identified children to have practical

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