



## SEND / EAL Provision : Science

These strategies could be implemented to ensure pupils identified as having SEND could access the Science curriculum.

Always follow recommendations from external practitioners and experts pertaining to the individual needs of the child/ren.

Cognition & Learning	Communication & Interaction	EAL
<p>Pre-teach vocabulary, key skills and ideas.</p> <p>Use of knowledge organisers to show key facts, vocabulary and information that can be referred back to.</p> <p>Ensure key vocabulary is visible around the classroom.</p> <p>Concrete resources to support learning.</p> <p>Task planners</p> <p>Repetition and revisiting of taught concepts to ensure sticky knowledge. Mini quizzes/ fact recall etc.</p> <p>Make it visual - use of pictures, diagrams, photographs etc.</p> <p>Provide opportunities for cross curricular experiences (e.g. Maths - data collection and presentation, measuring, comparing)</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.</p> <p>Allow children the opportunity to talk through their responses.</p>	<p>Pre-teach vocabulary by providing pupils with key vocabulary before each topic begins.</p> <p>Provide visual support cues, such as labelled flashcards and word mats.</p> <p>TA or T to work with pupils to scaffold to generate ideas.</p> <p>Modelling.</p> <p>Translation of key vocabulary into native language (as a home task, or completed beforehand).</p>
SEMH	Sensory - Visual	Sensory - Hearing
<p>Ensure children with SEMH needs are included in trips and fieldwork with appropriate support and/or adjustments.</p> <p>Be mindful of any trigger points for specific children and how this may impact upon their learning and fieldwork.</p> <p>Sensory/ movement breaks when needed</p> <p>Consistent and clear expectations of behaviour for learning</p>	<p>Use buff or coloured paper for resources if appropriate</p> <p>Use appropriate font sizing</p> <p>Use verbal explanations when modelling/ explaining to the class, reading aloud when writing on the board</p> <p>Careful considerations for seating.</p>	<p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Appropriate risk assessments to be carried out before trips/ visits/ learning outside the classroom.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Careful considerations for seating.</p>

Well organised classroom and resources

Careful consideration of seating, partners and groupings.

Divide listening time into small chunks.

### **Motor Skills**

Consider alternative methods of recording.

Use of technology to support learning.