

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



Individual Need	How we help...
ADHD	<ul style="list-style-type: none"> Practical activities – Science lessons have practical activities at their heart – if a child needs support for this, an adult or peer will be available.
ASD	<p>Depending on the child and their specific needs, children on the Autism Spectrum may benefit from:</p> <ul style="list-style-type: none"> Group work (they may be given a role within the group that they have chosen or can observe) One-to-one TA support – children can complete the experiment with tailored support Preparation if there will be loud noises/mess etc Being allowed to meet their own sensory needs eg: wash hands/give themselves distance if required Use annotated photographs as evidence – scribe if needed
DCD/ Physical Impairment	<ul style="list-style-type: none"> Give opportunity for working in groups to allow children to work to their strengths. Experiments will be adapted to allow access to all. TA/Teacher/Peer support will be given where required.
Hearing & Visual Impairment	<ul style="list-style-type: none"> Provide written and pictorial instructions. Allow discussion and sharing of ideas to build verbal skills. Have group members face the child when sharing.
Cognition and Learning Needs	<ul style="list-style-type: none"> We will allow for a range of ways for children to explain an experiment/results including in words, pictures, comparisons to real-life situations and contextualisation. We will have a range of ways for children to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc.
Dyslexia/ Dyscalculia	<ul style="list-style-type: none"> Provide a range of ways for the child to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc. so writing does not interfere with showing knowledge. <p>The most difficult element for dyscalculia in Science is recording accurately. To help we will:</p> <ul style="list-style-type: none"> Give the child a pre-made graph with some data already completed Have a range of ways to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc.
Speech Language and Communication Needs	<ul style="list-style-type: none"> We will have a range of ways to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc.



Mabe
Primary School

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Individual Need	How we help...
	<ul style="list-style-type: none">• Vocabulary cards/mats with visual representations will be used to give instructions and to structure the sessions.
Gifted and Talented	<ul style="list-style-type: none">• Time will be given for considered and in-depth responses.• Children who excel in science will be encouraged to stretch beyond by use of well-considered questioning which extends the pupil's scientific thinking.