

Support SEND Pupils in Science



Barriers to	High Quality Teaching	Support 'additional to'
Science	Strategies	or 'different'
Understanding new scientific vocabulary	Consider teaching sequence – build on prior knowledge and vocabulary consolidated. Plan opportunities to use new vocabulary within another lesson or context to consolidate	Pre-teaching of new vocabulary prior to the lesson (where adult support is available). Look at the meaning of a new word to derive familiar words e.g. thermometer – thermal (heat)
	Display new vocabulary alongside visual supports- provide regular opportunities to revisit this (e.g. vocabulary mat available on desk, knowledge <mark>organiser</mark>)	Adapt knowledge organisers – simplify and reduce cognitive load to key vocabulary only
	Plan practical lessons to use the new vocabulary within a context e.g. within an investigation	
Using science equipment safely and effectively (inc fine motor difficulties)	Teach safety instructions explicitly within the lesson Consider assigning a role when using	Consider adult support to support safety and equipment use where available.
,	equipment e.g. photographing the equipment/investigation	Show SEND Pupils equipment they will be using ahead of the lesson with an explanation of how it is used and an opportunity to rehearse.
Recording information in graphs or tables and interpreting graphs	Provide scaffolded resources to pupils to assist as required e.g. axis labelled ahead of the lesson/ heading in table	Provide visual supports to assist with scientific drawing e.g. traceable items.
and tables to form conclusions.	provided in advance. Show a good example of a complete	Consider adult support where available to help question, scaffold and interpret the information with a
Drawing scientific diagrams	table/chart/diagram to demonstrate expectations.	pupil.
Working collaboratively with others to complete investigations	Consider groupings/ pairings of pupils carefully. Assign a specific role to a pupil that will enable them to achieve success e.g. stop watch, records results)	Provide adult support where available to lead, model or adapt group work to allow SEND pupils to be included and achieve success.
	Consider the preference of the pupil e.g. do they prefer practical learning or written responses?	
Recording an investigation in a report style/longer	Consider alternative methods of recording – flow diagram, mind map, use of technology to photograph and annotate ideas.	Provide a writing frame with labelled subheadings.
written response	annotate ideas. Use of word banks/ vocabulary mats to prompt the writing process.	Consider adult support to scribe/ record ideas as available.

Commented [S1]: