

What does SEND look like in Science?

Maintaining an exclusive learning environment	Background noise reduced
	Lighting – glare is reduced and there is enough light for written work
	Seating – all pupils can see the board and see/hear the teacher clearly. Seating also allows peer/adult support in areas of the room
	Storage/resources systems are predictable, accessible and clearly labelled
	Displays are accessible, interactive and engaging
	Health and safety – resources are introduced clearly, and new resources are demonstrated explicitly. (Peer/adult support is in place when required)
Multi-sensory approaches	Use of different media when explaining concepts – diagrams, pictures, concept mapping
	Visual, tactile, auditory and kinesthetic approaches are used during various scientific investigations
	Work sheets are adapted to meet the needs of the children making them more visual
Working with additional adults	Support planned to scaffold pupils' learning; allowing them, increasingly, to work independently
	Additional adults know how to break tasks down into manageable chunks
	Support when using science equipment, especially when tasks require a high level of skill or accuracy
	Adults support pupils to use scientific language and understand what they have observed
Managing peer relationships	Transitions from whole class to group/paired work is clearly signaled
	During group tasks – numbers are kept small, and all pupils are assigned particular roles, so all pupils are involved and focused
	Open ended questions are planned for all pupils and adequate time is given to discuss and respond All pupils build on investigations through follow up questions/discussion that
Adult pupil communication	New scientific vocabulary is introduced and taught explicitly at the beginning of a new topic and reviewed at the end of the topic
	After investigations, the teacher allows enough time for pupils to discuss in pairs before asking for verbal responses