How we help everyone shine in Science ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
- Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress. - Use clear, unambiguous language and keep unnecessary information to a minimum. - Give response time for verbal questions through oracy – nest, pair, share. - Repeat back teaching using, "My turn, your turn." - Use visual timetable throughout the day. - Whole class movement break activities, which include alerting, calming and organising activities. - Make learning multi-sensory. - Use visual aids, concrete resources and equipment. - Explicitly teach new vocabulary and support using visuals. - Careful positioning of children away from distraction, near to information. - Teacher proximity to focus children for instructions to be repeated back. - All sessions to be taught with pace, changing activity regularly. - Set routines for transitions between activities. - Use, "I do, we do, you do" approach. - Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	- 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, wearing gloves - Use annotated photographs as evidence – scribe if needed - Pre-made graphs available or support with drawing graphs when needed - 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. - Prepare children before starting the Science lesson – instructions for carrying out the experiment are given and children are talked through the steps, predictions are discussed beforehand and children are prepared for any reactions/noises.