

### The Adapted Curriculum for SEND.

| <b><u>Subject</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>Science</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b><u>General Provision/ Adaptations</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><u>Subject specific Provision / Adaptations</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.</li> <li>• Use clear, unambiguous language and keep unnecessary information to a minimum.</li> <li>• Give response time for aural questions.</li> <li>• Repeat back teaching using, "My turn, your turn."</li> <li>• Use the full sentence symbol to encourage all children to speak in full sentences.</li> <li>• Be aware that challenging behaviour is often communicating a need or difficulty.</li> <li>• Seek strategies to remove barriers and be aware that these may be variable and need to be changed over time.</li> <li>• Use visual timetable and now and next boards throughout the day.</li> <li>• Provided brain break activities, funky fingers, calming sessions, scooter board for re-regulation.</li> <li>• Make learning multi-sensory.</li> <li>• Use visual aids, apparatus and equipment.</li> <li>• Use symbols with LO to show children what type of lesson it is and what skills they will be using.</li> <li>• Use props to demonstrate the type of learner they are for the session.</li> <li>• Use a mixture of open and closed questions and target them at appropriate learners.</li> <li>• Mind map and explicitly teach new vocabulary.</li> <li>• I pads available to photograph the board.</li> <li>• Careful positioning of children away from distraction, near to information.</li> <li>• Teacher proximity to focus children for instructions to be repeated back.</li> <li>• All sessions to be taught with pace, changing activity regularly.</li> <li>• Set routines for transitions between activities.</li> <li>• Use, "I do, we do, you do" to scaffold.</li> <li>• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).</li> </ul> | <ul style="list-style-type: none"> <li>• Allow specific children to have their own equipment to avoid dysregulation.</li> <li>• Breaks from class if there are unusual smells, textures, sounds during the session for children to self-regulate.</li> <li>• Use of magnifying glasses to make careful observations.</li> <li>• Information shared in a variety of forms: diagrams, tables, charts and graphs as well as written reports.</li> <li>• Sentence starters used for some to complete following an investigation.</li> <li>• Scaffolded charts, graphs and diagrams for children to add information to.</li> <li>• Colour coded labelling: blue de-oxygenated blood and red oxygenated blood.</li> <li>• Use of anecdotes to explain difficult concepts: blood cells as different vehicles.</li> <li>• Use of technology to bring abstract ideas to life.</li> <li>• Wearing of a white coat by the teacher to visually show that we are now being scientists.</li> <li>• Key questions for research to allow for independence and focus.</li> <li>• Audio podcasts and interviews used for research as well as written reports.</li> <li>• Decluttered worksheets used to avoid sensory overload.</li> <li>• During busy investigation lessons: brain breaks used during the transition from planning, investigating and concluding.</li> </ul> |

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