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| CURRICULUM INTENT The National and Early Years Foundation Stage Curriculum in England Commitment to the UN Global Action on Climate Change | PERSISTENCE | | RESPECT | | |
| | KNOW YOURSELF | MAKE EXCELLENT PROGRESS | ENJOY BEING ACTIVE | CELEBRATE DIFFERENCE AND DIVERSITY | MAKE A DIFFERENCE |
| | Resilient Individuals | Respectful Communicators | Healthy Advocates | World Citizens | Environmental Ambassadors |
| | Children to show resilience; to be able to approach challenges positively in all areas of life. To be independent and reflective learners, utilising these skills to enable a positive future. | Children to be effective communicators, interacting with confidence in a variety of situations. To be respectful and respond to others in a meaningful way. | Children to live healthy and active lifestyles. To promote positive, physical and mental health that will help to provide a strong foundation for their future. | Children to have a sense of their own belonging within the local, wider and global communities. To show a deep respect for the diversity of our world. | Children to have an experience-rich practical understanding of the environment. To show they care about the management and sustainability of our planet. |
| | STAND ON YOUR OWN TWO FEET | WORK WELL TOGETHER | DREAM BIG | EXPLORE AND CONTRIBUTE | EMBRACE THE OUTDOORS |
| | KINDNESS | | ASPIRATION | | |

Learning to live, living to learn

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

| Individual Need | Here's how we can help everyone learn... |
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| Attention Deficit Hyperactivity Disorder | <ul style="list-style-type: none"> Practical activities – science lessons have practical activities at their heart – if a child needs support for this, the classroom TA to be on hand to help (but not lead) the activity. |
| Anxiety | <ul style="list-style-type: none"> Children are prepared before 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. Sometimes experiments go wrong and building resilience in this area is important. Adults will support pupils with the importance of learning from mistakes. |
| Autistic Spectrum Disorder | <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, e.g. wash hands/give themselves distance if required. Use annotate photographs as evidence – scribe if needed. Work differentiated to match the child's level of understanding. |

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| Dyscalculia | <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. |
| Dyslexia | <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. |
| Dyspraxia | <ul style="list-style-type: none"> • Give opportunity for working in groups to allow children to work to their strengths. • Experiments will be altered to allow access to all. • TA/Teacher support will be given where required. |
| Hearing 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. |
| Toileting Issues | <ul style="list-style-type: none"> • Allow time to complete the experiment – give extra time if required. |
| Cognition and Learning Challenges | <ul style="list-style-type: none"> • Allow for a range of ways for children to explain their learning, including in words, photographs, diagrams, comparisons to real-life situations and contextualisation. • Have a range of ways to record 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"> • Have a range of ways to record 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. • Vocabulary displayed on the working wall and access to Knowledge Organisers. |

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| Tourette Syndrome | <ul style="list-style-type: none"> • Depending on the frequency and severity of tics, some experiments may need to be adapted to accommodate spillage and experiments will be carefully supervised. |
| Experienced Trauma | <ul style="list-style-type: none"> • As with anxiety, trauma can stop a child learning in science due to associations e.g. sights, smells, textures. • Prepare the child regarding noises, mess etc. if the experiment has the potential to trigger them. • Allow the child to observe rather than participate if needed – in group work, this could be allowing them to scribe, give instructions etc. to be involved in the experiment without handling the ingredients/equipment. |
| Visual Impairment | <ul style="list-style-type: none"> • Familiarise the child with the equipment being used beforehand – let them feel the equipment and create an image in their mind. Discuss the experiment beforehand and prepare the child for any noises/textures. • The child will complete the experiment with support given by TA/teacher as needed. • Provide 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. • Explain the representation to the child and scribe responses to the experiment, predictions etc. beforehand. |