



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



Possible strategies that could be used:

St Michael's utilises its outdoor area to support children who need a bigger space to work in, to be creative and to show their learning practically.

Children are prepared before the Science lesson if the lesson will be different to normal e.g. own clothes/outside/visitors.

Children are prepared for any reactions/noises.

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.

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

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.

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

Visual representations and videos are used to support lesson inputs as well as scientific texts.

Children have access to learning resources such as sound charts, high frequency words that will support them to record their ideas and findings.

Give opportunity for working in groups to allow children to work to their strengths. Children are aware of the importance of working together to achieve as part of a shared science ethos within the classroom.

Experiments will be altered to allow access to all

Provide written and pictorial instructions

Allow discussion and sharing of ideas to build verbal skills

Where practical activities are taken outside, inputs are given inside where possible to minimise noise interference.

Vocabulary cards/mats with visual representations will be used to give instructions and to structure the sessions.