



Science– SEN provision checklist



Cognition and Learning		Communication and Interaction	
Learning challenge/need	Provision	Learning Challenge/need	Provision
Moderate learning difficulties Specific learning difficulties e.g. dyslexia dyspraxia dyscalculia Memory/retention Organisational issues	<ul style="list-style-type: none"> • Introduce content in small chunks and breakdown activities into smaller tasks • Present new information using familiar contexts. • Teach key skills prior to the lesson (especially new concepts such as classification) • Keep examples minimal, don't overload PowerPoints or resources, highlight key words • Support with pre-cuing essential scientific vocabulary • Use and teach how to answer questions scientifically. • Make input clear and concise, which can build on skills. • Re-cap and review prior learning at the start of each lesson. • To increase the size of text or change the colour scheme 	SCLN needs – difficulty understanding instructions/rules Difficulties communicating Autism Spectrum Conditions Mood instabilities Task avoidance Anxiety Intense interests/obsessions Transition between activities Liking routines Phobias	<ul style="list-style-type: none"> • Give 1 instruction at a time or have a short checklist and repeat • Use short sentences with key information when giving practical activity instructions. • Lots of visuals with key words – display these where appropriate • Check their understanding by asking them what they should be doing • Lots of practical modelling • In practical experiments to use talk partners to help. • Use careful task choices – adult support with more tricky experiments. • Specific praise of science effort/achievement/knowledge and give goals which are easily obtainable • Use interests to tailor resources, especially within the subject specific lessons. • Pre-cue scientific vocabulary before the lesson –can be included on knowledge organisers in books
Physical and/or sensory		Social, emotional, mental health	
Learning Challenge/need	Provision	Learning Challenge/need	Provision
Visual impairments – including colour blindness Hearing impairments Sensory needs Think about children who can't sit still, who can't negate personal space, Physical needs	<ul style="list-style-type: none"> • Check where they are sat is beneficial; close to teacher, close to a display, close to the door. • Check if the screen needs an overlay to help with vision e.g. screen reading packages for visually impaired children • Make modifications for the child 	Mental health difficulties Emotional needs Social interaction Stress/anxiety	<ul style="list-style-type: none"> • Minimise distractions; sit away from the door/windows. • Provide lots of practical activities to enable children to be responsible for own learning. • Set clear rules for when chn can touch equipment in practical. • Pre-cue unfamiliar vocab to take

	<ul style="list-style-type: none"> • Adapt software for children who have physical needs e.g. ipad instead of keyboard • Live captions: These can be added to presentations to help learners with hearing impairments follow your words • Zoom: You can use this to enlarge parts of the screen. • Magnifier: When enabled, triple-click the home button and you can use the camera to magnify objects or text. • Display Accommodations: You can turn on Colour Filters to add a coloured tint to the screen. • Speech: You can turn on Speak Selection and Speak Screen to read out text. In any app, pull down with two fingers from the top of the screen and the iPad will read out the whole screen. Alternatively, highlight a section of text (e.g. in an internet browser) and press 'Speak' in the menu that appears, and the iPad will read out the selected text. <p>Hands on practical activities</p>		<p>away stress and anxiety about computing</p> <ul style="list-style-type: none"> • Refer to knowledge organisers • Check with background sensitivity before teaching specific unit– e.g. drugs in Year 6, puberty in year 5 in case there are and aspects that could be a trigger.
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