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| SEND provision in Science | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| • Accessing reading/ written work  • Poor memory and recall skills  • Feedback to listening/ appraising activities.  • Poor sequencing skills - understanding the steps modelled.  • Poor hand/eye co-ordination | • Use of symbols, larger print, colour coding, multi sensory reinforcement and a greater emphasis on aural memory skills. Teaching skills rote supports memory development and removes the need for written/display text.  • Use word banks which include pictures.  • A working wall showing each lesson’s focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information on boards in the sports hall  • Use of ICT such as video clips to reduce the need for pupils to rely on their short- or long-term memories.  • New learning fits into the framework of what the pupil already knows.  • A range of sources of assessment, including individual pupils’ successes in the lessons taking account of their oral contributions  • Smart grouping: pairing with a more able sports persons  • Build in lots of repetition.  • Provide opportunities for pupils to join in all together before being invited to perform a skill. | • Using their voice expressively and effectively to communicate  • Understanding and using new topic vocabulary  • Lower than expected levels of expressive vocabulary – ‘they can’t find the words’  • Following instructions and sequences  • Levels of concentration in game type situations | • Use different forms of communication − such as gesture − to compensate for difficulties when singing and speaking  • Pre-teaching of new vocabulary  prior to lesson.  • Send vocabulary word mats home  before the topic begins.  • Limit vocabulary to that which is  necessary to ensure progress.  • Social stories  • Children are allowed time to discuss the answers to questions with peers  • Children with communication impairments are given time to think about questions before |
| Physical and/or Sensory | | Social, Emotional and Mental Health | |
| Learning Challenge | Provision | Learning Challenge | Provision |
| • Videos or pieces of music with overstimulating or challenging themes  • Poor motor control  • Hearing impairment  • Visual impairment  • Overly sensitive to sound/ noise | • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T  • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress  • Use of subtitles where necessary | • Understanding own thoughts and contrasting with those of others  • Working effectively as part of a group  • Unable to relate to the different emotional responses of playing sport or performing dance or gymnastics | • Working in a small group with a  • trusted adult for emotional support.  • Some children could work individually  • Pre teaching and discussing the responses to the sporting skills required  • Clear rules and expectations, consistent boundaries, rewards and sanctions |





