Oakdene Primary Academy

SEND Provision in Science

Cognition & Learning		Communication & Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
• Accessing reading/ written work • Poor memory and recall skills • Recording written investigations • Poor sequencing skills	• Use of symbols, larger print, multi-sensory reinforcement and a greater emphasis on aural memory skills. • Use word banks which include pictures – widget • Dyslexia friendly environment—overlays, coloured paper (avoid white paper), phonetic dictionaries. • Scribing if needed • Use of technology to record if needed • A working wall showing key vocabulary needed • Use of ICT 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. Retrieval activities to revisit learning and give pupils opportunities to revisit what they know. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions. Formative assessment at the end of each lessons. • Mixed ability grouping: pairing with a more able reader/writer.	• Following instructions • Understanding and using new topic vocabulary • Lower than expected levels of expressive vocabulary – 'they can't find the words'	• Give instructions on a step by step basis • Refer to knowledge organisers at the beginning of each new unit to share key information. • Pre-teaching of new vocabulary prior to lesson—children know key vocabulary needed for each lesson to limit processing. • Working wall shows key vocabulary needed in each lesson • Children are allowed time to discuss the answers to questions with peers • Children with communication impairments are given time to think about questions before being required to respond • Mixed ability grouping: pairing with a more able pupil to model good communication.

Oakdene Primary Academy

SEND Provision in Science

Physical and/or Sensory		Social, Emotional & Mental Health	
Learning Challenges	Provision	Learning Challenges	Provision
• Videos with overstimulating or challenging themes • Poor motor control (when using equipment for experiments) • Hearing impairment • Visual impairment • Overly sensitive to sound/ noise • Overly sensitive to touch/textures of items	• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T • Support with group work to avoid conflict/sensory overload • 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 • Opportunities to learn about science through physical contact where possible and relevant	• Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • Anxiety towards new or sensitive to themes	• Some children work at their own stations or participate in partners rather than a small group. • Pre teaching and discussing the responses to unit – when necessary • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Pre-teach challenging concepts/themes/ vocab in advance to prepare children fully

Communication & Interaction

Autism Spectrum Disorder (ASD)

Speech, Language & Communication Needs (SLCN)

Oakdene Primary School
Learning for Life

SPLD e.g. Dyslexia
Moderate Learning Difficulties
Severe Learning Difficulties
Profound & Multiple learning difficulties

Social, Emotional & Mental Health Difficulties

SEND Areas of Need

Cognition & Learning

Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)
Oppositional Defiance Disorder (ODD)
Depression
Anxiety
Eating Disorders
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)

Sensory and/or Physical Needs

Dyspraxia
Physical Disability
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Sensory Processing Disorder