

Science	Strategies for Supporting Children with SEND at Sandy Hill Academy
Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<ul style="list-style-type: none"> • Provide clear and simple instructions. • Check that the child understands the task before starting. • Use the child's name when asking a question. • Use of a visual timetable. • Use of a task management board. • Allow children extra time to process new information. • Pre teach vocabulary. • Provide written and pictorial instructions. • Allow discussion and sharing of ideas to build verbal skills. • Scaffold learning so it is accessible. • Use of non-verbal gestures. • Eye contact. • Give the child time to respond. • Match language to the language of the child. • Provide a range of ways to show outcomes – photos, diagrams, labelling, posters. • Vocabulary cards/mats with visual representations.
Cognition and Learning	<ul style="list-style-type: none"> • Provide word banks/mats to support vocabulary. • Model how to use equipment before the lesson. • Ensure clear and concise instructions are given. • Take the time to pre-teach vocabulary. • Use small, structured steps for each part of the task. • Allow for children to record their learning in a variety of ways – photos, posters, dictating. • Allow for children to explain an experiment/results including in words and pictures with contextualisation. • Repeat instructions in a variety of ways. • Provide a writing frame to support writing. • Scaffold learning to support children's individual needs. • Model how experiments should be completed. • Support children with their organisation – especially in regards to equipment.
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Children are prepared before the lesson – instructions for carrying out instructions shared and talked about beforehand. • Use a visual timetable so children know what the day looks like. • Consistently implement expectations. • Ensure there are adults who have trusting, positive relationships with the children. • Provide opportunities for children to ask questions. • Use of PACE (Playfulness, Acceptance, Curiosity, Empathy). • Use simple, specific instructions that are clear to understand. • Understand your student's skills, and where their starting place is. • Use of TIS strategies. • Ensure outcomes are clear so children are aware when they achieve the outcome. • Allow child to observe rather than participate if necessary. • Carefully consider seating plan and avoid changes without warning.
Sensory and Physical	<ul style="list-style-type: none"> • Use of movement breaks to refocus concentration. • Familiarise children with equipment beforehand. • Speak clearly and slowly so that children can understand what is being said. • Check personal equipment such as hearing aids before the lesson. • Ensure background noise is minimal. • Give enlarged pictures/diagrams. • Provide an equipment list. • Give time to practise how to use equipment. • Consider alternative methods of recording work. • Ensure workspaces are organised. • Ensure all staff in the lesson are aware of any sensory needs. • Provide activities that require movement for children who struggle to sit still.