A snapshot of SEN support in Science

EEF – 5 A Day Adaptive Teaching Strategies

EI – Explicit Instruction MS – Metacognitive strategies S – Scaffolding FG – Flexible Grouping T – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Where appropriate, key vocabulary is pre-taught EI	Chunked activities and investigations broken into clear steps EI	Teachers' responses to students' errors recognised, valued and built upon to extend thinking MS	Enlarged fonts / visibility of board is considered T
Vocabulary sheets for each topic is in books for easy reference EI	Scaffolded or adapted tasks carefully planned so children with SEN can work towards the same objectives but in more accessible ways S	When necessary, individual resource pack & work areas are made available should pupils require greater support with concentration or to minimise disruption to others S	Where needed, specialist equipment is used to support access T
Sentence stems used to help pupils verbalise ideas e.g. 'My results show that…' 'I know this because…' etc. S	Where appropriate, alternative ways to record learning where writing is a barrier provided e.g. recording audio / video, mind mapping, voice typing, using labelled diagrams or storyboards MS T	Seating plans and proximity to adults are carefully considered FG	Demonstration areas are planned carefully, clearly laid out, uncluttered and gives all pupils a clear view EI
The amount of instructions given are limited EI	The need for copying lots of information is avoided. For example, notes on interactive whiteboards are printed off for pupils S	When appropriate, movement breaks and opportunities to complete 'jobs' throughout lessons provided e.g. carrying equipment, handing out books S	Risk assessments are made in relation to safety around equipment and materials / substances used. Staff have an awareness of allergies
Where appropriate, specific roles are identified and explicitly modelled for pupils when participating in group investigations FG EI	Links are made between previous learning and other subjects MS	Roles are clearly allocated within group work to support clarity of peer expectations FG	All equipment and resources are clearly labelled so they can be easily accessed S

Pupils given time for discussion and opportunities to talk to each other before expected responses FG MS	Displays are accessible and informative – too much content is avoided as this could create cognitive overload EI		Simple audio recorders / digital camera may be used instead of written notes during investigations T
When available, additional adults utilised for targeted support e.g. checking for understanding, prompting and modelling S MS			
Scientific enquiry skill used on WALT / WILF stickers in books EI			