



Adaptive Teaching for Children with SEND in Science

Implications for Teaching and Learning in Science

As a general principle, we maintain high expectations of all children. It should not be assumed that children on the SEND register are less capable of achieving the expected standard in any curriculum area. However, teachers should consider the following reasonable adjustments in order to ensure that all children are able to access the content of this curriculum area as, 'All children have a right to an education' Article 28.

Area of Need	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Adaptive Teaching Techniques to Consider:	<ul style="list-style-type: none"> Practical/experiential approach Visual representation and recording/ scribe Writing frames/ Sentence stems Photo recording Own set of equipment Sufficient quiet space Well planned transitions Modelling and explanations clarity Noise defender Knowing prior to group work who they will be working with Reference to KO / Use of a vocabulary or word bank Discussion of definitions and ambiguous vocabulary 	<ul style="list-style-type: none"> Pre-teaching vocabulary Practical/experiential approach Visual representation and recording/ scribe Considered grouping Reference to KO / Use of a vocabulary or word bank Concrete resources where possible Discussion of what they are learning Careful pairing 	<ul style="list-style-type: none"> Pre-teaching vocabulary Practical/experiential approach Visual representation and recording/ scribe Pictorial instructions Recap prior learning Reference to KO / Use of a vocabulary or word bank Concrete resources where possible Discussion of what they are learning Photo recording Vary methods of recording (labels, captions, true/false, sequencing etc Break tasks into small steps Considered grouping/ Careful pairing 	<ul style="list-style-type: none"> Considered grouping/ careful pairings Clear end points Clear expectations Modelling and explanations clarity Own resources/ working alone where appropriate Sufficient quiet space Well planned transitions Visual instructions Pre write the LI Opportunities to write questions privately to give to teacher especially when covering difficult subjects such as human reproduction 	<ul style="list-style-type: none"> Computer to record Adapted equipment Alternative ways of recording e.g photos of the investigation Paired work Dictated writing with teacher as scribe Positioning in classroom Visuals such as photos diagrams and practical examples Adapted resources