



At St Dennis Primary Academy, children with SEND are fully included in the life of the school, their needs are understood so that the right adjustments and provision are in place and staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because ‘Everyone matters, **everyone succeeds** and every moment counts’.

Specific Area of Need	How we ensure that ‘everyone succeeds’
Communication and interaction	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> ✓ Provide a range of ways to evidence their learning including: photographs, diagrams, labels to stick onto pictures, frames, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc. ✓ Provide visual representations which may be used to give instructions and to structure the sessions ✓ Provide repetition of key vocabulary and pre-teaching to check understanding of definitions. ✓ Break tasks into small chunks and give instructions in order. Ask them to repeat back instructions to show they’ve understood.
Autism including Asperger’s syndrome (ASD)	<p>Depending on the child and their specific needs, children on the Autism Spectrum may benefit from:</p> <ul style="list-style-type: none"> ✓ Group work (they may be given a role within the group that they have chosen or can observe) ✓ One-to-one TA support – children can complete the experiment with tailored support ✓ Preparation if there will be loud noises/mess etc ✓ Being allowed to meet their own sensory needs e.g.: wash hands/give themselves distance if required ✓ Use annotated photographs as evidence – scribe if needed. ✓ Avoid the need for copying information ✓ Be aware that the child may have rigid expectations of the structure of the lesson and changes may cause anxiety. ✓ Use of visual prompts, showing the order to carry out a sequence of activities for a certain process. ✓ Make sure it is clear exactly what is expected, how long they should spend on the task, e.g. dots to show how much you would like them to write or an example of ‘what finished looks like’ and provide a clear deadline.
Tourette Syndrome	<ul style="list-style-type: none"> ✓ Depending on frequency and severity of tics, some experiments may need to be adapted to accommodate spillage and experiments will be carefully supervised.



	<ul style="list-style-type: none"> ✓ Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks. ✓ Motor tics of their eyes, head or neck may interfere with reading and affect their handwriting or the ability to write for prolonged periods of time
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> ✓ Allow a range of ways for children to explain an experiment/results including in words, pictures, comparisons to real-life situations and contextualisation ✓ Provide a range of ways for children to record their learning including: scaffolds or frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities, mind maps etc. ✓ Use a digital camera to capture each stage of an investigation, or important findings on a field trip, for future reference. Images can also be used to build a visual record ✓ Build up a chart (using a wallchart or other space) to show the focus of each lesson and how successive lesson topics link together to develop understanding of an area of science work; this could include symbols, images or objects to make it more accessible ✓ New vocabulary selected for the key words and explicitly taught in pre-teach.
Dyslexia	<ul style="list-style-type: none"> ✓ If in line with IPM and or EHC, consider giving the child a work 'buddy'. ✓ Use of visual prompts, showing the order to carry out a sequence of activities for a certain process. ✓ Include flow charts, illustrations, and diagrams to break up large sections of text or to demonstrate a particular procedure ✓ Many learners with dyslexia have strong visual and spatial reasoning skills. They tend to better understand science concepts that are taught through manipulative or visual teaching strategies. Using lots of practical resources will be beneficial, where possible, try linking science to real life contexts that are practical and meaningful for the learner.
Dyspraxia (Developmental co-ordination disorder)	<ul style="list-style-type: none"> ✓ Give opportunity for working in groups to allow children to work to their strengths ✓ Experiments will be altered to allow access to all ✓ TA/Teacher support will be given where required ✓ Understand that the child may need to use special equipment e.g.: looped scissors, rulers with handles etc and has access to these when needed



	<ul style="list-style-type: none"> ✓ Allow child to stand up when handling equipment. ✓ Demonstrate how to handle equipment until internalised and repeat as necessary ✓ Adapt equipment and expectations when motor skills are being used e.g. recording of information; peer buddy within lessons; specialist equipment available; Alternative methods of recording using audio/visual resources; Reduction of requirement to use fine motor skills such as pre-cut resources
Dyscalculia	<p>The most difficult element for dyscalculia in science is recording accurately. To help we will:</p> <ul style="list-style-type: none"> ✓ Give the child a pre-made graph with some data already completed ✓ Have a range of ways to show their learning including: scaffolds, frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc.
Social, emotional and mental health difficulties	
Trauma	<p>As with anxiety, trauma can stop a child learning in science due to associations e.g. sights, smells, textures –</p> <ul style="list-style-type: none"> ✓ Prepare the child regarding noises, mess etc. if the experiment has the potential to trigger them. ✓ Allow the child to observe rather than participate if needed – in group work, this could be allowing them to scribe, give instructions etc. to be involved in the experiment without handling the ingredients/equipment. ✓ Safety aspects related to science experiments and equipment will need to be risk assessed for some learners with SEMH needs.
ADHD	<ul style="list-style-type: none"> ✓ Practical activities – science lessons have practical activities at their heart – if a child needs support for this, the classroom TA to be on hand to HELP (but not lead) the activity. ✓ Ensure instructions are delivered clearly and step by step. Ask the child to repeat or have them written on a prompt sheet. ✓ Allow some activities where learners with ADHD are allowed to work alone.
Anxiety	<ul style="list-style-type: none"> ✓ Children are prepared BEFORE the science lesson – instructions for carrying out the experiment are given, and children are talked through the steps, predictions are discussed beforehand, and children are prepared for any reactions/noises/mess. ✓ Sometimes experiments go wrong and building resilience in this area is important. ✓ If the anxiety is around errors/disappointing a group/teacher, children are reassured ✓ Being allowed to meet their own sensory needs e.g.: wash hands/give themselves distance if required
Sensory and/or physical needs	



<p>Hearing impairment (HI)</p>	<ul style="list-style-type: none"> ✓ Provide written and pictorial instructions ✓ Allow discussion and sharing of ideas to build verbal skills ✓ Have group members face the child when sharing ✓ Videos or films need to be captioned (e.g. Explorify) ✓ Use of visual signals or cues part of risk assessment for practical experiments or investigations.
<p>Visual impairment (VI) or Multi-sensory impairment (MSI)</p>	<ul style="list-style-type: none"> ✓ Familiarise the child with the equipment being used beforehand – let them feel the equipment and create an image in their mind. Discuss the experiment beforehand and prepare the child for any noises/textures. ✓ The child will complete the experiment with support given by TA/teacher as needed. ✓ Provide a range of ways to show their learning including: scaffolds, frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc. ✓ We will explain the representation to the child and scribe responses to experiment, predictions beforehand etc. ✓ Use of auditory signal part of risk assessment for practical experiments or investigations
<p>Physical Disability</p>	<ul style="list-style-type: none"> ✓ Give opportunity for working in groups to allow children to work to their strengths ✓ Experiments will be altered to allow access to all ✓ TA/Teacher support will be given where required ✓ Understand that the child may need to use special equipment e.g.: looped scissors, rulers with handles etc and has access to these when needed ✓ Allow child to stand up when handling equipment. ✓ Demonstrate how to handle equipment until internalised and repeat as necessary ✓ Adapt equipment and expectations when motor skills are being used e.g. recording of information; Adjustable height desks or standing desks can be used; peer buddy within lessons; specialist equipment available; Alternative methods of recording using audio/visual resources; Reduction of requirement to use fine motor skills such as pre-cut resources