



Strategies for supporting pupils with Special Educational Needs and Disabilities in **Science** lessons.

Individual Need	Here's how we help everyone learn...
Autism Spectrum Disorder	<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. washhands/give themselves distance if required. ✓ Use annotated photographs as evidence – scribe if needed.
Dyslexia	<ul style="list-style-type: none"> ✓ Provide a range of ways for the child to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc, so writing does not interfere with showing knowledge.
Toileting Issues	<ul style="list-style-type: none"> ✓ Allow time to complete the experiment – give extra time if required. ✓ Children are allowed to leave the classroom discreetly and without needing to get permission.
Cognition and Learning Challenges	<ul style="list-style-type: none"> ✓ Allow for a range of ways for children to explain and experiment/results including in words, pictures, comparisons to real-life situations and contextualisation. ✓ Have a range of ways for children to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> ✓ Have a range of ways to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc. ✓ Vocabulary cards/mats with visual representations will be used to give instructions and to structure the sessions.