Differentiation within the science lessons.

Children with specific SEND

Lesson plans do not include direct differentiation as we do not know the specific needs in your class. Here are some ideas of how you can differentiate the lesson based on children’s needs.

**Note: ensure all children are involved and included and active parts of the lesson are not delegated to more ‘able’ pupils.**

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| **General SEND support*** Mixed ability groups
* Use of ICT and recording, allows to correct mistakes.
* Use of calculator if maths is a barrier
* Good worksheets: suitable font and size, short sentences, simple language but use scientific vocabulary, use symbols and pictures, leave space to fill in answers/ perhaps double spaced.
* Provide writing frames
* Cloze activities
* -Sequencing activities.
* Paired work
* STEM sentences
* Structure lessons to small chunks.
* -Provide templates for recording e.g tables
 | **Behaviour, social and emotional needs*** Structure lessons (pace)
* Make children aware of safety and correct use of equipment
* Choose compatible working groups
* Watch out for signs of children getting frustrated and intervene.
* Celebrate good work and progress
* Take photos of children working- positive reinforcement
* Try and incorporate children’s interests into lessons
* Ask children to help and demonstrate aspects of the lesson.
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| **Visual needs**-Use larger font (14-16pt) for weaker students---Consider displays, font type and size, amount of visible information. -Print words, labels (with pics to support)-Provide templates for recording e.g tables | **Auditory needs**-Recorded or step by step instructions-Consider positioning of equipment, minimise background noise, textile covered or sound absorbing screens can be effective.-Avoid moving around the room too much.  |
| **Memory and processing needs**-Recorded or step by step instructions with pics-Provide word bank, repletion of key words, visual prompts, actions to accompany words. -Print words, labels (with pics to support)-Try not to introduce more than one concept at a time.-Start with concrete items before introducing abstract terms such as electricity/space. -Before doing practical work, children explain what they have to do. -Give key questions to support staff to help aid understanding. |  **Sensory or physical needs**-Use Dictaphone to record ideas.-Modifying equipment-Have another child place the object into the hands of the child who is unable to hold it and move it for them.-Avoid over pressing of keys (eg when using ICT) Provide a track ball or physical pointer device. -Adjustable tables-Don’t have strong lighting behind teacher if they need to lip read-Provide templates for recording e.g tables |
| **Language barrier.**-Word banks-Vocabulary mats-break words into meanings-physical movements to reinforce words e.g. push/pull-Try not to introduce more than one concept at a time.-Introduce new words and explore meaning-Pre teach vocabulary |  **Dyslexic traits**-Try different coloured backgrounds to presentations.-Coloured overlays help with some children as will a writing slope.-Have information next to the child as they can struggle copying information or following text from the board.-Think about where they are positioned. |