



Strategies for Supporting Children with SEND at Bugle School - Science

How we support our pupils to succeed...

Communication and Interaction

- Provide clear and simple instructions.
- Check that the child understands the task before starting.
- Use the child's name when asking a question.
- Use of a visual timetable.
- Allow children extra time to process new information.
- Pre teach vocabulary.
- Allow discussion and sharing of ideas to build verbal skills.
- Scaffold learning so it is accessible.
- Use of non-verbal gestures.
- Eye contact.
- Give the child time to respond.
- Match language to the language of the child.
- Provide a range of ways to show outcomes – photos, diagrams, labelling, posters.
- Vocabulary cards/mats with visual representations.

Cognition and Learning

- Provide word banks/mats to support vocabulary.
- Model how to use equipment before the lesson.
- Ensure clear and concise instructions are given.
- Take the time to pre-teach vocabulary.
- Use small, structured steps for each part of the task.
- Allow for children to record their learning in a variety of ways – photos, posters, dictating.
- Allow for children to explain an experiment/results including in words and pictures with contextualisation.
- Repeat instructions in a variety of ways.
- Provide a writing frame to support writing.
- Scaffold learning to support children's individual needs.
- Model how experiments should be completed.
- Support children with their organisation – especially in regards to equipment.

Social Emotional and Mental Health

- Use a visual timetable so children know what the day looks like.
- Consistently implement expectations.
- Ensure there are adults who have trusting, positive relationships with the children.
- Provide opportunities for children to ask questions.
- Use simple, specific instructions that are clear to understand.
- Understand your student's skills, and where their starting place is.
- Use of TIS strategies.
- Ensure outcomes are clear so children are aware when they achieve the outcome.
- Allow child to observe rather than participate if necessary.
- Carefully consider seating plan and avoid changes without warning.

Sensory and Physical

- Use of movement breaks to refocus concentration.
- Familiarise children with equipment beforehand.
- Speak clearly and slowly so that children can understand what is being said.
- Check personal equipment such as hearing aids before the lesson.
- Ensure background noise is minimal.
- Give enlarged pictures/diagrams.
- Give time to practise how to use equipment.
- Consider alternative methods of recording work.
- Ensure workspaces are organised.
- Ensure all staff in the lesson are aware of any sensory needs.
- Provide activities that require movement for children who struggle to sit still.