



Inclusion Support Strategies for the Curriculum – Science

Cognition and Learning	
Learning Challenge	Provision
Difficulty understanding the task and expectations	<ul style="list-style-type: none"> • Ensure that learning activities are broken down into small steps and are clearly focused. • Use visual and concrete materials to aid understanding. • Keep language simple and familiar in guided group work. • Keep instructions short and concise. • Ask children to repeat instructions to clarify understanding. • Provide alternative methods of recording e.g., labelled pictures, diagrams, flow charts. • Ensure repetition and reinforcement within a variety of contexts. • Allow extra time to complete a task. • The use of writing frames to help children organise their written work. • Word banks and pictures. • Pre-teach/chance to use equipment before if possible.
Difficulty accessing the knowledge	<ul style="list-style-type: none"> • Pre-teach if possible or simplify knowledge told to the child. Draw on prior knowledge the child does understand. • Adapting expectation.

Communication and Interaction	
Learning Challenge	Provision
Struggling to participate in group experiments	<ul style="list-style-type: none"> • Keep instructions short and clear. • Use symbols and pictures to support understanding. • Adult support to work on the group dynamic. • Use social stories before the session of how to work well in a group. • Small group, consider who is in the group. • Assigning roles. • Steps (pictorial or written) to follow.
Struggling to understand the instructions	<ul style="list-style-type: none"> • Clearly label any equipment. • Make the instructions step by step. • Modelling • Simplify language, explain technical terms.
Struggling to feedback to the class	<ul style="list-style-type: none"> • Alternative ways to present information: picture, diagram, video recording, poster/PowerPoint, visual thumbs up or down. • Being supported by others in the group (scribing).



Social, Emotional, Mental Health	
Learning Challenge	Provision
Challenging behaviour in lessons, not focusing and finding too many distractions with equipment	<ul style="list-style-type: none"> • Break the task into manageable steps. • The best way to present any instructions e.g., some pupils prefer diagrams, others a checklist. • Using ICT. • Use minimum and least concentrated amounts. • Use plastic containers instead of glass where appropriate. • Best pupil groupings and level of supervision. • Chance to use equipment before lesson if possible. • Offer movement/sensory breaks. • Outlining clear expectations at the start of the session for whole class, including safety measures.
Change routine e.g., moving outside	<ul style="list-style-type: none"> • Tell child in advance. • Setting expectations. • Considering adaptations that may be needed and the group the child will be working with. Adult working with this group if possible.

Sensory and Physical	
Learning Challenge	Provision
Sensory sensitivity	<ul style="list-style-type: none"> • Clearly labelled equipment. • Allow gloves if needed. • Provide the opportunity to play with materials before or after experiment, as appropriate and where possible. • Warning child before doing experiment, giving them the choice to participate. • Considering ear protection if needed. • Adapt if necessary and possible.
Physical disabilities	<ul style="list-style-type: none"> • Allow extra time for any task that involves manipulating objects. • Use of specialist seating. • Adult support for movement around the class. • Consider whether things could be adapted for the child e.g., larger equipment, things pre-cut, possibly different measuring scales. • Consider the height things are at, do worksheets need to be larger or on specific colours?