

Subject: Science

**Adaptive teaching plan**

<b>Barriers to learning</b>	<b>Adaptations required</b>	<b>Resources needed</b>
<p><b>Communication and Interaction</b></p> <p>Difficulties following multi-step instructions            Receptive language difficulties            Turn-taking/interaction difficulties            Difficulties communicating thoughts and ideas cohesively about abstract concepts</p>	<p>Symbols/Widgit used for instructions            Word bank            Videos (visuals)            Selective pairs / groups            Adult to support / model / demonstrate            Adaptations/support            Practical demonstration of skills with written prompts (dual coding)            Adults to support/re-modelling            Flip/Smartboard to show steps</p>	<p>Widgit symbols            Word banks / Vocabulary prompts            Knowledge organiser            Clear visual cue to refer to.</p>
<p><b>Cognition and Learning</b></p> <p>Working memory difficulties            Difficulties retaining learning            Understanding of abstract concepts and ideas            Unfamiliar terminology            Recording unfamiliar concepts / terminology</p>	<p>Pre teaching, where necessary            Practical learning e.g. use of tools, experiments and videos            Lessons are sequential and build on previous learning            Ensure resources are accessible (large print, coloured overlays, dyslexia-friendly fonts)            Break tasks into small chunks            Visual cues            Group discussions</p>	<p>Widgit symbols            Word banks / Vocabulary prompts            Knowledge organiser            Real life experiences – practical activities            Enlarged texts            Magnifier            Sensory aids            Coloured overlays            Visual cues            Demonstration of skills first            Opportunity to practice skills</p>
<p><b>Social, Emotional and Mental Health</b></p> <p>Listening and attention            Impulse control            Group work – sharing/turn-taking            Reluctance / anxiety</p>	<p>Adaptive questioning            Relational practice - valuing all contributions            Pupil grouping - Assign group roles            Adult support as needed            Tasks are 'chunked' with movement breaks</p>	<p>Differentiated adult support            Visual cues            Knowledge organiser            Sensory aids</p>

	<p>All pupils to be given a role to engage in the learning</p> <p>Gentle reminders that Science skills are new to them, mistakes will be made and that's ok.</p> <p>Adult modelling resilience and overcoming barriers/errors.</p>	
<p><b>Sensory and Physical</b></p> <p>Hearing impairment (HI)</p> <p>Visual impairment (VI)</p> <p>Sensory needs</p> <p>Poor motor control (for tool use)</p>	<p>Allow flexible seating and positioning for comfort and focus</p> <p>Ensure resources are accessible (large print, coloured overlays, dyslexia-friendly fonts)</p> <p>Provide alternatives to extended writing (typing, speech-to-text, recording)</p> <p>Ensure classroom layout allows physical access to resources</p> <p>Consider lighting, noise levels, and sensory sensitivities during lessons</p>	<p>Enlarge texts</p> <p>Magnifier</p> <p>Sensory aids</p> <p>Coloured overlays</p> <p>Regular checks on hearing aids, that they are being worn correctly, also batteries</p> <p>Assistive technology as appropriate</p>