



Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/ written work • Poor memory and recall skills • Recording written investigations • Poor sequencing skills 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi-sensory reinforcement and a greater emphasis on aural memory skills. • Use word banks which include pictures – widget • Dyslexia friendly environment, • Scribing • Use of technology (e.g. Seeing AI, Microsoft Lens) • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use of ICT to reduce the need for pupils to rely on their short- or long-term memories. • New learning fits into the framework of what the pupil already knows. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions • Smart grouping: pairing with a more able reader/writer. • Build in lots of repetition. 	<ul style="list-style-type: none"> • Following instructions • Understanding and using new topic vocabulary • Lower than expected levels of expressive vocabulary – 'they can't find the words' 	<ul style="list-style-type: none"> • Give instructions as a step by step basis • Refer to knowledge organisers and send these home, before the unit, as they will contain new vocabulary • Pre-teaching of new vocabulary prior to lesson. • Limit vocabulary to that which is necessary to ensure progress. • Social stories • Children are allowed time to discuss the answers to questions with peers • Children with communication impairments are given time to think about questions before being required to respond
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> • Videos with overstimulating or challenging themes 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support and to avoid conflict

<ul style="list-style-type: none"> Poor motor control (when using equipment for experiments) Hearing impairment Visual impairment Overly sensitive to sound/ noise Overly sensitive to touch/textures of items 	<p>the child. i.e.</p> <ul style="list-style-type: none"> enlarged sources/visuals/I.T Support with group work to avoid conflict/sensory overload Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress Use of subtitles where necessary Opportunities to learn about science through physical contact where possible and relevant 	<ul style="list-style-type: none"> Working effectively as part of a group Anxiety towards new or sensitive to themes 	<ul style="list-style-type: none"> Some children could work individually Pre teaching and discussing the responses to unit – when necessary Clear rules and expectations, consistent boundaries, rewards and sanctions. Pre-teach challenging concepts/themes/vocab in advance to prepare children fully
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