



Strategies for supporting pupils with SEND in Maths lessons.

| <u>Area of Need...</u> | <u>How we support our pupils to succeed...</u> |
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| Communication and Interaction | <p>Daily timetable visible in every classroom identifying morning maths session</p> <p>Visual cues (task management board)</p> <p>Individual work stations where required.</p> <p>Consistent approach and structure to the maths lesson.</p> <p>Children are prepared for any change to the structure or routine.</p> <p>Sensory breaks given where required.</p> <p>Mathematical vocabulary is integrated throughout the lesson with visuals to support new language.</p> <p>Questioning techniques used invite discussion rather than direct right/wrong answers that may make a pupil feel uncomfortable.</p> <p>The children are aware of a clear goal for what they are expected to achieve during the maths lesson.</p> <p>Visual displays (Maths working walls) referred to, to illustrate new strategies.</p> <p>Verbal instructions are given clearly and consider how many instructions are appropriate to give at any one time.</p> <p>Regular check ins from adults to assess understanding and enable early intervention where misconceptions arise.</p> <p>Cold-calling to support building confidence in communication.</p> <p>Use of Oracy skills to build on and extend previous answers.</p> |
| Cognition and Learning | <p>Concrete resources and manipulatives are available for children to access independently.</p> <p>Adults understand how to use manipulatives to support children.</p> <p>There is a daily opportunity to recall and repeat areas of mathematics explored in previous lessons through the retrieval and arithmetic.</p> <p>The opportunity for peer and adult support is built into every lesson.</p> <p>Questions include visual representations to illustrate concepts.</p> <p>Large spaces for working out are provided next to each question.</p> <p>Gaps in learning are identified and addressed promptly.</p> <p>Questions and activities match children's academic needs.</p> <p>Concrete resources and visual representations are given when new concepts are introduced and wherever appropriate.</p> <p>Self-assessment opportunities are included in each lesson.</p> <p>Key vocabulary introduced and explained at the start of each lesson and regularly referred to throughout the lesson.</p> <p>Information is repeated and reviewed, varying vocabulary where possible to deepen understanding.</p> <p>PowerPoint slides are not overcrowded with information.</p> <p>Incorrect number formation is addressed promptly whenever it arises.</p> |

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| <p>Social Emotional and Mental Health</p> | <p>Verbal praise to boost confidence and self-esteem. Use of pictorial representations and concrete resources to support new mathematical concepts. Trusting relationships are nurtured between all adults in the classroom and the children. Adults are familiar with possible triggers and anxiety inducing scenarios. Individual workstations used where appropriate. Adults are trained in PACE and WINE techniques and approach all children from a place of curiosity. Task management boards are used to break down systems and concepts. TEAACH style trays used for some pupils to support. There is a consistent approach to expectations and behaviour which is based on positive praise. The children are aware of a clear goal for what they are expected to achieve during the maths lesson. Learning is broken down into manageable chunks. Children have nominated/are supported to find a safe space.</p> |
| <p>Sensory and Physical</p> | <p>Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom. Meaningful movement/sensory breaks are planned into lessons to avoid fatigue/dysregulation. Images and texts with printed work will be enlarged where there is a visual impairment. If children require exercise books with larger squares in Year 5 and 6, they will be provided. Consideration of the seating environment is dependent on the child's need. Adults to check specialist equipment (eg hearing aids) prior to the lesson beginning. Consideration given to where adults position themselves in the room when talking/giving instructions. Repetition of information/questions where appropriate. Task management boards used to clearly break down individual instructions. Children's individual equipment regularly checked and maintained. Adults model use of equipment and support where needed. Adults are familiar with possible triggers and anxiety inducing scenarios.</p> |

