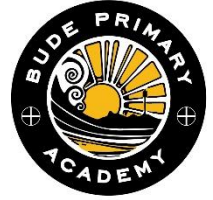


Strategies for supporting pupils with Special Educational Needs and Disabilities in Maths lessons



Area of Need	How we support our pupils to succeed
Communication and interaction	<ul style="list-style-type: none"> <li>• Daily timetable visible in every classroom identifying morning maths session</li> <li>• Visual cues (task management board)</li> <li>• Individual work stations where required</li> <li>• Consistent approach and structure to the maths lesson</li> <li>• Children are prepared for any change to the structure or routine</li> <li>• Sensory breaks are given where required</li> <li>• Mathematical vocabulary is integrated throughout the lesson with visuals to support new language</li> <li>• Questioning techniques used invite discussion rather than direct right / wrong answers that may make a pupil feel uncomfortable</li> <li>• The children are aware of a clear goal for what they are expected to achieve during the maths lesson</li> <li>• Visual displays (maths working walls) referred to, to illustrate strategies</li> <li>• Verbal instructions are given clearly and consider how many instructions are appropriate to give at any one time</li> <li>• Regular check ins from adults to assess understanding and enable early intervention where misconceptions arise</li> </ul>
Cognition and learning	<ul style="list-style-type: none"> <li>• Concrete resources and manipulative are available for children to access independently</li> <li>• Adults understand how to use manipulatives to support children</li> <li>• There is a daily opportunity to recall and repeat areas of mathematics explored in previous lessons – flashbacks</li> <li>• The opportunity for peer and adult support is built into every lesson</li> </ul>

Social Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Verbal praise to boost confidence and self esteem</li> <li>• Use of pictorial representations and concrete resources to support new mathematical concepts</li> <li>• Trusting relationships are nurtured between all adults in the classroom and the children</li> <li>• Adults are familiar with possible triggers and anxiety inducing scenarios</li> <li>• Individual work stations are used where appropriate</li> <li>• Adults are trained in PACE (Playfulness, Acceptance, Curiosity and Empathy) and WINE (Wonder, Imagine, Notice, Empathy) techniques and approach all children from a place of curiosity</li> <li>• Task management boards are used to break down systems and concepts</li> <li>• There is a consistent approach to expectations and behaviour which is based in positive praise</li> <li>• The children are aware of a clear goal for what they are expected to achieve during the maths lessons</li> <li>• Learning is broken down into manageable chunks</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom</li> <li>• Meaningful movement breaks are planned into lessons to avoid fatigue</li> <li>• Images and texts with printed work will be enlarged where there is a visual impairment</li> <li>• If children require exercise books with larger squares in Y5 and 6, they will be provided</li> <li>• Toilet breaks will be given where needed</li> <li>• Consideration of the seating environment is dependent on the child's need</li> <li>• Adults to check specialist equipment (e.g. hearing aids) prior to the lesson beginning</li> <li>• Consideration given to where adults position themselves in the room when talking / giving instructions</li> <li>• Repetition of information / questions where appropriate</li> <li>• Task management boards used to clearly break down individual instructions.</li> <li>• Fidgets / chew toys / play dough used to help children focus within the class input</li> </ul>