

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

Individual Need	Here's how we help everyone flourish...
Attention Deficit Hyperactivity Disorder	✓ A non-confrontational approach will be used in every aspect of the maths lesson ✓ Verbal praise is given whenever necessary to help boost confidence and self esteem ✓ Use of pictorial representations to support the learning taking place ✓ We use concrete resources to support new mathematical concepts ✓ Use CPV (concrete – pictorial – abstract) approach ✓ Access to manipulatives for all children. ✓ Use of targeted questioning ✓ Brain breaks/exercise breaks ✓ Relating maths to real life situations/contexts ✓ Maths displays/working walls are not distracting or overwhelming ✓ Pupils are clear about duration and overall structure of maths lesson ✓ Visual timetables used
Anxiety	✓ A trusting relationship will be nurtured between all adults in the classroom and the child ✓ This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious ✓ Giving feedback or answers is always a non-compulsory option during any maths lesson so that children are not ✓ 'put on the spot' or made to feel pressured or uncomfortable ✓ Maths lessons are calm and quiet where children can focus on the learning taking place ✓ If children feel overwhelmed by the classroom environment, they can use a quiet break out space ✓ Use of my turn – your turn approach by children. ✓ 'All do' before trying independently. ✓ Ethos of 'it is safe to make mistakes' ✓ Sensitive questioning ✓ Brain breaks/calm/sensory breaks ✓ Opportunities for pre-teach may be offered. ✓ Differentiated instruction ✓ Scaffolding/sentence stems to be available

	✓ Manageable small steps ✓ Allow time for question to be answered ✓ Pupils are clear about duration and overall structure of maths lesson ✓ Visual timetables used
Autism Spectrum Disorder	✓ Visual timetables are used to support the organisation of the maths lesson ✓ Visual cues/resources are used to support the child as necessary throughout the session ✓ A learning space is provided that best suits the child ✓ There is a consistent approach to the maths lesson with any changes discussed with the child beforehand ✓ Sensory breaks are given whenever necessary ✓ Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language ✓ Staff avoid asking specific or direct questions that focus on the child's mathematical understanding that may make them feel uncomfortable ✓ Staff ensure that the child has a clear goal for what they are expected to achieve during the maths lesson ✓ Brain breaks/calm/sensory breaks ✓ Opportunities for pre-teach may be offered. ✓ Precise use of mathematical language – e.g. 'Which number is greater' as opposed to larger which can refer to size. ✓ Now and next board may be used – or visual breakdown of maths lesson – e.g. starter – whole class teaching – we all do – try in pairs – you do approach ✓ Language is clear, unambiguous and accessible ✓ Pupils are clear about duration and overall structure of maths lesson ✓ Visual timetables used
Dyscalculia	✓ Concrete resources and manipulatives are always made available and are clearly, labelled and accessible

	✓ Adults will ensure children understand how to use these manipulatives to support the specific learning goal ✓ If a slideshow is being shown, an individual laptop will be provided so the child can follow the presentation successfully ✓ Key Skills sessions incorporate activities that specifically focus on recall and repeating areas of mathematics the children have already explored ✓ Graph paper can be provided for written calculations (i.e. long division) ✓ Rulers and highlighters will be used to visually support the drawing/organisation of written calculation methods ✓ Peer and adult support will be built into the lesson throughout to support any corrections with recording dictated numbers/number formation ✓ Peer teaching will be used as a great way of the child sharing new knowledge that has been learnt ✓ Use CPV (concrete – pictorial – abstract) approach ✓ Access to manipulatives for all children. ✓ Accessible at all times to encourage children to choose – children with SEN to have adult to model manipulative ✓ Option to copy onto collour paper/use of filter overlay for reading questions ✓ Number lines/100 squares provided for children who need this – may be on desks. Children with SEN will be prompted to use. ✓ All children part of whole class teaching – opportunity for all to achieve. Mastery approach. ✓ Children will only work on tasks outside (below) their year group in exceptional circumstances. ✓ Opportunities for pre-teach may be offered. ✓ Specific targets/provisions will be set out on support plan if child has one of these. ✓ Access to intervention
Dyslexia	✓ Different coloured paper can be provided for any written Recordings and coloured overlays. ✓ A text font size of 12 or above is used for any work sheets/PowerPoint presentations ✓ Questions will be short with visual representations (diagrams, pictures, illustrations) to support ✓ Data, charts and diagrams are clearly organised and structured ✓ Specific clear, rounded and spaced out fonts are used on any writing within the lesson ✓ Large spaces for working out will be provided under each question given on a work sheet or in a maths book ✓ Opportunities for pre-teach may be offered. ✓ Specific targets will be set out on support plan if child has one of these. ✓ Access to intervention ✓ Alternatives to written recording – discussion/mind maps, voice recording etc

Dyspraxia	✓ A large learning space will be provided ✓ Instructions can be written out for the child, using different colours for each line ✓ Diagrams will be provided before labelling/editing ✓ Suitable time limits will be given for all home learning for maths Children can leave the maths session early to ensure there is time to move in and out of the classroom (break times, lunchtimes, toilet trips etc.) ✓ Children can move around the classroom whenever necessary ✓ When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment ✓ Adults will ensure they are watching closely for signs of distress and provide a quiet, calm learning environment ✓ Use of outside environment – working larger scale
Hearing Impairment	✓ A suitable working space will be agreed upon between the teacher and child in a safe, private conversation before the lesson ✓ Adults within the classroom will ensure the child's hearing aid is turned on before the lesson begins and sound system/ROGER/other equipment

	✓ Adults will ensure they are facing the child when they are talking/giving instructions ✓ Questions and any information given by peers will be repeated clearly to ensure the child has heard what their peers have asked/said ✓ Children will be seated towards the front of the classroom to ensure they have a clear line of vision, especially during the input where the whiteboard will be the main Focus ✓ Ensure question/explanation/teaching has been heard – child may repeat back the instructions to check understanding. ✓ Ensure all teaching is carried out facing forwards -write sideways on board – not back to child when writing/talking through process ✓ Explain concept in a different way if words are not being heard/understood. ✓ Access to pre-teach if beneficial for new material/new vocabulary ✓ Restructure oral questions if child has not understood/heard the first time ✓ Get child's attention before directing question ✓ Teacher's face can be seen – avoid standing in front of window, light or glare
Toileting Issues	✓ Children will be able to leave and return to the classroom whenever necessary signal to make teacher discretely aware ✓ A seating arrangement will be made so that the child can enter and leave the classroom discretely ✓ All adults and children within the classroom environment will respect the child's privacy
Cognition and Learning Challenges	✓ Learning is differentiated to meet the child's specific 'learning gaps' ✓ This will ensure that the task being given to the child matches their individual academic needs ✓ Concrete resources and visual representations will be given to the child to support any mental and written calculations needed ✓ Self-checks can be used at each stage of a task so that children are aware of the tasks required of them and their achievement of reaching this ✓ Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding ✓ Information will be repeated clearly, varying the vocabulary used. Vocabulary for topic on working wall ✓ SMART pages and PowerPoint slides will be simple and uncluttered with key information highlighted ✓ Children will be provided with a 'work-buddy' during peer activities/opportunities ✓ Children will only work on task from a different year group in exceptional circumstances. ✓ Differentiated instruction ✓ Scaffolding/sentence stems to be available ✓ Manageable small steps

Speech, Language & Communication Needs	✓ Visual timetables, signs and symbols will be used to support communication within the maths lesson ✓ Visual displays (maths working walls) will be used to ✓ support understanding of key information ✓ Non-verbal clues will be used to back up what is being said ✓ Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding ✓ Adults will regularly check the child's understanding so that adults can identify any misconceptions or Misunderstandings ✓ Differentiated instruction ✓ Scaffolding/sentence stems to be available ✓ Teach new vocabulary discretely. Terms such as 'Height' 'distance' or 'mass' can create barriers for some pupils because of their abstract nature
Tourette Syndrome	✓ Adults will listen and respond to the child with support and understanding ✓ A structure will be provided (tick list) to support the learning taking place, this will be differentiated to the maths activity and include the main elements needed to aid the child's attention

	✓ There will be understanding that the activity may not be completed
Experienced Trauma	✓ The maths learning environment will be a calm, trusting place where children feel supported with their emotions at all times ✓ Adults working with the child will be aware of any triggers and any ways to further support the child within the classroom ✓ There will be a consistent approach to expectations and behaviour that are based on positive praise.
Visual Impairment	✓ Anything that is being displayed (PowerPoint presentation, maths working wall) will be large and easily visible from anywhere in the classroom ✓ Children will be able to 'take a break' from their maths learning whenever needed to ensure they are able to focus visually and avoid fatigue ✓ Images and text within any printed work will be enlarged with the recommended font size ✓ Children will be provided with a thicker and darker pencil to ensure their writing is clear ✓ Children may be provided with a larger squared exercise book if preferred ✓ Manipulatives will be used to support learning – tactile approaches. E.g. with arrays where it may be difficult to see. ✓ Resources are clearly labelled as appropriate – e.g. braille/large font/pictures