



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

| Individual Need                                 | Here's how we can help everyone learn...   |
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| <b>Attention Deficit Hyperactivity Disorder</b> | <ul style="list-style-type: none"> <li>• A non-confrontational approach will be used in every aspect of the maths lesson.</li> <li>• Adult support during the key skills and sessions where children are using whiteboards to record their answers during the introduction, and within the lesson if they require extra support.</li> <li>• Verbal praise is given whenever necessary to help boost confidence and self-esteem, and to ensure the child understands that they are achieving.</li> <li>• Use of pictorial representations to support the learning taking place, where required.</li> <li>• Use concrete resources to support new mathematical concepts as required.</li> <li>• A short sensory/physical break may be taken if required to help the pupil refocus.</li> </ul>                      |
| <b>Anxiety</b>                                  | <ul style="list-style-type: none"> <li>• A trusting relationship will be nurtured between all adults in the classroom and the child.</li> <li>• This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious.</li> <li>• Giving feedback or requesting answers is encouraged, but non-compulsory so that children are not 'put on the spot' or made to feel pressured or uncomfortable. Children can respond with 'Can I have some thinking time?' or 'I'm not sure' if asked a question.</li> <li>• Maths lessons are calm and quiet where children can focus on the learning taking place.</li> <li>• If children feel overwhelmed by the classroom environment, they can use a quiet break-out space or use a sensory aid.</li> </ul> |
| <b>Autistic Spectrum Disorder</b>               | <ul style="list-style-type: none"> <li>• Visual timetables are used to support the organisation where needed.</li> <li>• Visual and concrete cues/resources are used to</li> </ul>   |

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|                    | <p>support the child as necessary throughout the session.</p> <ul style="list-style-type: none"> <li>• A learning space is provided that best suits the child, where possible.</li> <li>• There is a consistent approach to the maths lesson with any changes made known to the child beforehand.</li> <li>• Sensory breaks are given whenever necessary.</li> <li>• Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language.</li> <li>• Staff support pupils with their understanding by using appropriate questioning periodically, to identify misconceptions or where further explanation/support is required.</li> <li>• Staff ensure that the child has a clear understanding of what they are expected to achieve during the lesson.</li> <li>• Support within the lesson is provided as required.</li> <li>• Adaptations to the input or expected progress may be made to support understanding of foundational knowledge.</li> </ul> |
| <b>Dyscalculia</b> | <ul style="list-style-type: none"> <li>• Concrete resources and visual representations are always made available and are clearly labelled and accessible.</li> <li>• Adults will ensure children understand how to use these manipulatives to support the specific learning objective.</li> <li>• Key skills sessions incorporate activities that specifically focus on recall and repeating areas of mathematics the children have already explored.</li> <li>• Squared paper is used in maths books to support the organisation of written calculation methods and to support understanding of place value.</li> <li>• Peer and adult support will be built into the lesson throughout to support any corrections with recording.</li> <li>• Peer teaching will be used as a great way of the child sharing new knowledge that has been learnt.</li> <li>• Adapted work to support the child's need may be provided, as appropriate.</li> </ul>  |
| <b>Dyslexia</b>    | <ul style="list-style-type: none"> <li>• Data, charts and diagrams are clearly organised and structured.</li> <li>• Specific, clear fonts are used on any writing within the lesson.</li> <li>• Larger squared paper for working out will be provided in a maths book, as needed/requested.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>Support with number formation will be provided by the adults in the class (e.g. number reversals).</li> </ul>   |
| <b>Dyspraxia</b>                         | <ul style="list-style-type: none"> <li>A larger learning space will be provided, if appropriate.</li> <li>Instructions can be written out for the child, using different colours for each line, as appropriate.</li> <li>Diagrams will be provided before labelling/editing.</li> <li>Children can move around the classroom if needed and/or take a sensory break.</li> <li>When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment.</li> <li>Adults will ensure they are watching closely for signs of distress and provide a quiet, calm learning environment.</li> </ul>  |
| <b>Hearing Impairment</b>                | <ul style="list-style-type: none"> <li>A suitable working space will be agreed upon between the teacher and child in a safe, private conversation before the lesson.</li> <li>Adults within the classroom will ensure the child's hearing aid is turned on before the lesson begins.</li> <li>Adults will ensure they are facing the child when they are talking/giving instructions.</li> <li>Questions and any information given by peers will be repeated clearly to ensure the child has heard what their peers have asked/said.</li> <li>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.</li> </ul> |
| <b>Toileting Issues</b>                  | <ul style="list-style-type: none"> <li>Children will be able to leave and return to the classroom whenever necessary.</li> <li>A seating arrangement will be made so that the child can enter and leave the classroom discreetly.</li> <li>All adults and children within the classroom environment will respect the child's privacy.</li> </ul>   |
| <b>Cognition and Learning Challenges</b> | <ul style="list-style-type: none"> <li>Interventions and further explanations are provided to ensure that the task is understood by the pupil and gaps are addressed to support the progress of the child.</li> <li>Concrete resources and visual representations will be given to the child to support any calculations needed and to support learning in general.</li> <li>Self-checks can be used at each stage of a task so that children are aware of the outcome required and their progress in achieving this.</li> <li>Key vocabulary and ideas will be addressed</li> </ul>   |

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|   | <p>regularly throughout the maths lesson to check understanding.</p> <ul style="list-style-type: none"> <li>Information will be repeated clearly, varying the vocabulary used or re-iterating key vocabulary to support understanding.</li> <li>PowerPoint slides will be simple and uncluttered.</li> <li>Children will be provided with a 'work-buddy' during peer activities/opportunities.</li> </ul>   |
| <b>Speech, Language and Communication Needs</b> | <ul style="list-style-type: none"> <li>Visual timetables, signs and symbols will be used to support communication as required. Including Widgit).</li> <li>Visual displays (maths working walls) will be used to support understanding of key information.</li> <li>Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding.</li> <li>Adults will regularly check the child's understanding so that they can identify any misconceptions or misunderstandings.</li> </ul>  |
| <b>Tourette Syndrome</b>                        | <ul style="list-style-type: none"> <li>Adults will listen and respond to the child with support and understanding.</li> <li>A structure will be provided (tick list) to support the learning taking place.</li> <li>There will be understanding that the activity may not be completed.</li> </ul>  |
| <b>Experienced Trauma</b>                       | <ul style="list-style-type: none"> <li>The maths learning environment will be a calm, trusting place where children always feel supported with their emotions.</li> <li>Adults working with the child will be aware of any triggers and any ways to further support the child within the classroom.</li> <li>There will be a consistent approach to expectations and behaviour that are based on positive praise.</li> </ul>  |
| <b>Visual Impairment</b>                        | <ul style="list-style-type: none"> <li>Anything that is being displayed (PowerPoint presentation, maths working wall) will be large and easily visible from anywhere in the classroom.</li> <li>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.</li> <li>Images and text within any printed work will be enlarged with the recommended font size.</li> <li>Children will be provided with a thicker and darker pencil to ensure their writing is clear.</li> <li>Children may be provided with a larger squared exercise book if preferred.</li> </ul> |