



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

Individual Need	Here's how we can help everyone learn...
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • A non-confrontational approach will be used in every aspect of the maths lesson. • 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. • Verbal praise is given whenever necessary to help boost confidence and self-esteem, and to ensure the child understands that they are achieving. • Use of pictorial representations to support the learning taking place, where required. • Use concrete resources to support new mathematical concepts as required. • A short sensory/physical break may be taken if required to help the pupil refocus.
Anxiety	<ul style="list-style-type: none"> • 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 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. • 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 or use a sensory aid.
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Visual timetables are used to support the organisation where needed. • Visual and concrete cues/resources are used to

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

	<ul style="list-style-type: none"> • Support with number formation will be provided by the adults in the class (e.g. number reversals).
Dyspraxia	<ul style="list-style-type: none"> • A larger learning space will be provided, if appropriate. • Instructions can be written out for the child, using different colours for each line, as appropriate. • Diagrams will be provided before labelling/editing. • Children can move around the classroom if needed and/or take a sensory break. • 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.
Hearing Impairment	<ul style="list-style-type: none"> • 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. • 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.
Toileting Issues	<ul style="list-style-type: none"> • Children will be able to leave and return to the classroom whenever necessary. • A seating arrangement will be made so that the child can enter and leave the classroom discreetly. • All adults and children within the classroom environment will respect the child's privacy.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • 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. • Concrete resources and visual representations will be given to the child to support any calculations needed and to support learning in general. • 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. • Key vocabulary and ideas will be addressed

	<p>regularly throughout the maths lesson to check understanding.</p> <ul style="list-style-type: none"> • Information will be repeated clearly, varying the vocabulary used or re-iterating key vocabulary to support understanding. • PowerPoint slides will be simple and uncluttered. • Children will be provided with a 'work-buddy' during peer activities/opportunities.
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Visual timetables, signs and symbols will be used to support communication as required. Including Widgit). • Visual displays (maths working walls) will be used to support understanding of key information. • 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 they can identify any misconceptions or misunderstandings.
Tourette Syndrome	<ul style="list-style-type: none"> • 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. • There will be understanding that the activity may not be completed.
Experienced Trauma	<ul style="list-style-type: none"> • The maths learning environment will be a calm, trusting place where children always feel supported with their emotions. • 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	<ul style="list-style-type: none"> • 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.