

Supporting Every Child with SEND

MATHEMATICS

ADHD

(Attention Deficit Hyperactivity Disorder)

- A sense of predictability /consistency with each Maths lesson following the agreed MCS approach to help children stay on track and understand what they are expected to do,
- Maths lessons broken down into manageable chunks,
- A non-confrontational approach will be used in every aspect of the maths lesson,
- Time will be given for the child to process new information and instructions,
- Verbal praise is given to help boost confidence and self esteem,
- Visual support materials to support the learning taking place,
- Concrete resources to support new mathematical concepts. Maths resources will be made accessible on tables or in labelled trays for older children,
- Live or self marking will take place wherever possible to enable learners to see if they are on track which can motivate them and boost their confidence,
- Teachers carefully consider the seating arrangements to engage all learners and maximise access to resources – the location of the individual child will accommodate their needs as comfortably as possible,
- Time out for movement/sensory breaks available throughout the lesson for specific children,
- Specific children may require the use of bands for chairs, a move and sit cushion, fidget tools, sensory oral chews and/or pencil grips,
- Limiting background noise/external distractions,
- Specific children may require the use of ear defenders to reduce noise sensitivity.

ANXIETY

- 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 area,
- Live or self marking will take place wherever possible to enable learners to see if they are on track which can motivate them and boost their confidence,
- Teachers carefully consider the seating arrangements to engage all learners – the location of the individual child will accommodate their needs as comfortably as possible,
- Pre-warning of change: Daily maths lessons should follow the agreed MCS format so all children know what to expect within a lesson. All pupils will be very familiar with a typical daily Maths lesson format. Changes that are made to the organisation of the lesson will be shared with the child beforehand.

- All children's ideas are heard. Children are given time to talk with a partner so they then have the confidence to speak in front of the whole class. Mistakes are seen as ok and part of the learning process. Incorrect answers are not referred to as 'wrong answers' but used as a discussion point, so not to lower any child's confidence,
- Teachers will use their expert knowledge of the class and their teacher judgement to decide which children to pose particular questions to (cold calling),
- All adults within the classroom will nurture a positive, supportive, trusting relationship with children and will be available for support during the lesson. This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious.

ASD

(Autism Spectrum Disorder)

- Visual timetables are used,
- 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 a MCS maths lesson so all children know what to expect. Any changes are 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 ensure that the child has a clear goal for what they are expected to achieve during the maths lesson,
- Teachers carefully consider the seating arrangements to engage all learners and maximise access to resources – the location of the individual child will accommodate their needs as comfortably as possible,
- Teachers will use their expert knowledge of the class and their teacher judgement to decide which children to pose particular questions to (cold calling) and which ones to avoid if there is the possibility that it may make them feel uncomfortable,
- Children are given time to talk with a partner so they then have the confidence to speak in front of the whole class. Mistakes are seen as ok and part of the learning process. Incorrect answers are not referred to as 'wrong answers' but used as a discussion point, so not to lower any child's confidence,
- Specific children may require the use of ear defenders, bands for chairs, a move and sit cushion, fidget tools and/or sensory oral chews,
- Limiting background noise. Specific children may require the use of ear defenders to reduce noise sensitivity.

DYSCALCULIA

- Adults will use strategies such as modelling, demonstrating and initiating to help learners understand concepts. Mathematical concepts are introduced to learners in Concrete, then Pictorial, then Abstract ways. Learners should be confident in one before being presented with the next. Learners lacking confidence in one of these, return to using the previous to support their learning. This process should be

- used as a bridge to working in the abstract.
- Key Skills sessions incorporate activities that specifically focus on recall and repeating areas of mathematics the children have already explored,
- Squared paper is always accessible for written calculations,
- 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,
- Teachers will break down content into small steps. All lessons begin with a retrieval Flashback activity for allow all learners to continuously go over prior learning. Power Maths lessons to follow the 'I do, We do, You do' approach: Discover and Share, Think together, Independent Practice,
- All lessons follow the mastery approach which ensures all learners are able to engage in the learning, no matter their prior attainment levels. The mastery approach ensures each learner is confident with a concept before moving onto the next. We aim to have all children within whole class teaching, having access to quality first teaching with the class teacher; this ensures inclusivity for all learners,
- In Maths lessons, all learners work towards a common outcome with teaching and learning tailored and scaffolded to meet individual needs. Some learners, however, will have an adapted, personalised approach with specific learning outcomes and provision to develop their specific skills,
- Individual pupils may work with an adult prior to the lesson, pre-teaching the concept and mathematical vocabulary,
- Use small group provision where necessary,
- Encourage active participation through a scaffolded experience and use of open-ended questions and time to think and discuss,
- Mistakes are seen as ok and part of the learning process. Incorrect answers are not referred to as 'wrong answers' but used as a discussion point, so not to lower any child's confidence,
- Specific cognition and learning needs are outlined and discussed in Pupil Progress meetings. These needs, as well as specific misunderstandings within a lesson, are addressed, where necessary, through additional Mathematical Closing the Gap interventions,
- Use of online Mathematical software specifically designed to support learners with dyscalculia such as the IDL programme.

DYSLEXIA

- Different coloured paper can be provided for any written recordings,
- Questions will have 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,
- Peer and adult support will be built into the lesson throughout to support any corrections with recording dictated numbers/number formation,
- Dyslexia support resources including: coloured overlays, talking tins, reading rulers,

- Adults or a more confident peer reading worded questions for the children who have poor literacy skills (in particular the lowest 20% of readers). This relieves the pressure of trying to decode the language,
- Ability to 'draw' the word problem so learners have an image to refer to.

DYSPRAXIA

- Each Maths lesson will follow the agreed MCS approach with a daily structured routine to minimise difficulty with time management,
- Maths lessons broken down into manageable chunks to aid attention and working memory,
- A large learning space will be provided,
- Instructions will be repeated to aid working memory. Instructions can be written out for the child,
- Diagrams will be provided before labelling/editing,
- 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,
- Sloping desks,
- Squared paper always available to the child,
- Larger squared paper for specific children,
- Specific children may require the use of bands for chairs, a move and sit cushion, fidget tools, a chew bangle, pencil grips,
- Movement breaks where necessary.

HEARING

(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,
- 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,
- External noise that may distract learners from the learning in hand will be limited. Reducing background noise will optimise the mathematical learning environment.

TOILETING

(Toileting Issues)

- 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 discretely,
- All adults and children within the classroom environment will respect the child's privacy.

COGNITION

(Cognition and Learning Challenges)

- Concrete resources and visual representations will be given to the child to support any mental and written calculations needed,
- Learning is adapted to meet the child's specific 'learning gaps'. This will ensure that the task being given to the child matches their individual academic needs,
- Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding,
- Information will be repeated clearly, varying the vocabulary used,
- PowerPoint slides will be simple and uncluttered with key information highlighted,
- There will be peer activities/opportunities within lessons for peer support,
- The Maths Learning Journey is displayed on all Maths walls with 'Now, Next and Then' boards. This displays the key vocabulary and skills taught. Children can refer to this within a lesson to support them,
- Adults will use their expert knowledge of the class to decide which children to pose particular questions to (cold calling),
- All children's ideas are heard. Children are given time to talk with a partner so they then have the confidence to speak in front of the whole class. Mistakes are seen as ok and part of the learning process. Incorrect answers are not referred to as 'wrong answers' but used as a discussion point, so not to lower any child's confidence,
- Maths sentence stems built into every lesson to introduce key vocabulary/concepts/rules and help children retain the information.

SLCN

(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 and key mathematical vocabulary,
- Maths Talk display boards with sentence stems in every classroom,
- 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 any misconceptions or misunderstandings are identified,
 - * drip feed key vocabulary throughout the school day during transitions,
 - * use mathematical language within other subject areas wherever possible to embed the language,
 - * pre-teach key language/vocabulary before it is introduced to the whole class. This will give learners greater confidence within lessons,

- * give independent thinking time and discussion in a trusted pair or small group before feeding back to the whole class,
- Maths sentence stems built into every lesson to introduce key vocabulary/ concepts/rules – My turn, your turn approach to help children retain the information, or sentence stems included within Flashbacks. Actions to introduce new vocabulary are used alongside this where possible,
- Positive praise/dojos/learning ladders used to praise attempts at communicating within lessons,
- Open ended questions used as much as possible with lessons to allow all children to contribute to lessons confidently and without fear,
- Use of whiteboards to communicate ideas visually, as well as oral communication.

TOURETTE

(Tourette Syndrome)

- Adults will be educated in the condition and understand its effects. There will be an accepting and supportive environment created by all staff,
- Specific children to sit near the front of the class to enhance their attention within the Maths lesson,
- Time out passes and/or a designated safe, private space to complete Maths activities,
- There will be understanding that the activity may not be completed.

TRAUMA

(Experienced Trauma)

- The 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

(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,
- Pupils with visual impairment needs will be seated near the front of the classroom.