



## Supporting SEND Children in Maths

### Cognition and Learning

- Pre-teaching of subject vocabulary
- Teaching sequence (small steps using White Rose Maths scheme)
- Text / worksheets presented clearly – small step heading is learning objective
- EYFS, KS1 and KS2 have their own fonts
- Pupils encouraged to explain what they have to - use maths sentence stems to model and support
- Links to prior learning explicitly made. Use of 'flashbash fours twice a week as SODA– links to when they last learned about this unit
- Concrete resources to support understanding
- Key learning points reviewed throughout lesson (Oracy skills)
- Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, videos, concrete resources / photos
- Use paired /group work to consolidate learning (number games, repetition, number formation)
- Word mats designed for specific units
- Opportunities to work with a scribe or use ICT when necessary
- Use of ICT/apps to reinforce what has been taught (One Minute Maths, Numbots, Widget)
- Coloured overlays, coloured paper for worksheets & coloured background on SMART board, enlarged sheets
- Screen Share if needed
- Extra time to complete tasks
- Task tick sheets
- WAGOLL on display
- Kagan Groups/Talk Partners
- Teacher clearly models use of concrete resources at the start of the topic
- Dual coding – Visual Shorthand



<b>Communication and Interaction</b>	<ul style="list-style-type: none"><li>● Structured class routines</li><li>● Using songs for routines</li><li>● Increased visual aids including dual coding</li><li>● Visual timetables at eye level of children</li><li>● Use of key words/vocabulary emphasised when speaking</li><li>● Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play</li><li>● Instructions in manageable chunks</li><li>● Checklists and task lists</li><li>● Delivery slowed down with time given for processing</li><li>● Prompt cards used to support understanding</li><li>● Talking partners used</li><li>● Classroom seating plan considered so children can see teacher and visual prompts – mixed ability groupings (Kagan)</li><li>● ‘Word walls’/displays to develop understanding of new vocab/concepts</li><li>● Minimise use of abstract language/language tailored to individuals</li><li>● Eye contact as necessary for the child</li></ul>
<b>Sensory and Physical</b>	<p>Visual</p> <ul style="list-style-type: none"><li>● Coloured overlays/ different coloured paper</li><li>● Consider lighting – natural and artificial</li><li>● Eliminate inessential copying from the board</li><li>● Where copying is required, ensure appropriate print size photocopy is available.</li><li>● Read aloud as you write on the board</li><li>● Model using concrete resources</li><li>● Avoid standing in front of windows – your face becomes difficult to see</li><li>● Consider seating – sat at the front closer to board/resources</li></ul>



	<p>Hearing</p> <ul style="list-style-type: none"><li>● Careful seating – closest to the teacher</li><li>● Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro</li><li>● Slow down speech rate</li><li>● Allow more thinking time</li><li>● Repeat contributions from other children – their voices may be softer and speech more unclear</li><li>● Check that oral instructions have been understood</li><li>● Face the pupil when speaking &amp; keep hands away from mouth</li></ul> <p>Co-ordination</p> <ul style="list-style-type: none"><li>● Use larger concrete resources as required</li><li>● Sat at table where there is sufficient space</li><li>● Clutter free desks and learning environment</li><li>● LH &amp; RH pupils not next to each other with adjacent hands</li><li>● Desks at elbow height</li><li>● Sloping desk stand if appropriate</li><li>● Seated with minimal distractions.</li><li>● Encourage oral presentations or use of ICT as an alternative to written work where appropriate.</li><li>● Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.</li><li>● Range of fine motor and gross motor activities built into daily practise</li><li>● Left handed pencils for LH children</li></ul>
<b>SEMH</b>	<ul style="list-style-type: none"><li>● Emphasise positives in front of others to develop children's self-confidence</li><li>● Give pupils classroom responsibilities</li><li>● Refer regularly to school/classroom rules</li><li>● Calming music</li></ul>



- Use of ear defenders to support focus
- Breaks between tasks
- Moving around/sensory breaks
- Interactive strategies e.g. Whiteboards to hold up answers
- Clear behaviour expectations modelled by staff – Ready to Learn Document
- Quiet zone or sensory space where possible
- Visual timer/stop watch
- ‘Fiddle’ toys
- Concrete resources easily at hand to support
- Give a ‘set time’ for written work
- Personalise teaching to reflect pupils’ interests
- Transition from whole class work to independent is taught and actively managed
- Learning ladders to break down steps
- Wobble cushion/resistance bands to support sitting in chairs or on carpet spot
- Meet and greet at key transition points e.g. start of day, lunchtime etc.

**Non Negotiables that need to be in place in all lessons/classrooms when teaching Maths**

- 1. New vocabulary on display/dual coded (pre-taught where necessary)**
- 2. Concrete resources used to support learning**
- 3. Use of Visual Shorthand**
- 4. Effective communication with parents/carers through discussions and IEPs**
- 5. White Rose Maths Small steps followed correctly**
- 6. High expectations for all children**