



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

How we will help your child

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.
- Avoid timed activities e.g. some aspects of TTRockstars.
- Maths lessons are calm and quiet where children can focus on the learning taking place.
- Maths lessons have predictable routines e.g. starter, input, guided, independent learning.
- If children feel overwhelmed by the classroom environment, they can use a quiet break out space or chooses to sit on the periphery of the group.

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.
- Staff are aware of children with particular sensory needs and have prepared resources/equipment to support them.
- 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.
- Concrete resources and manipulatives are always available.

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.
- Squared paper will be provided for all 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.

Dyslexia

- Different coloured paper can be provided for any written recordings.
- A text font size of 12 or above is used for any work sheets/PPT presentations.
- Resources/PPTs will use the school dyslexia friendly font.
- Use manipulatives and visual models to reduce reliance on written instructions that need to be read.
- Coloured backgrounds are used on PPT presentations.
- Questions will be short with visual representations (diagrams, pictures, illustrations) to support.
- Data, charts and diagrams are clearly organised and structured.
- Large spaces for working out will be provided under each question given on a worksheet or in a maths book.
- Staff will read aloud any word problems.

Dyspraxia

- A large learning space will be provided if possible, e.g. end of a table or a breakout space.
- 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.
- Tasks to be broken down into short, clear steps if possible.
- Encourage the use of physical manipulatives and digital resources.

Visual Impairment	<ul style="list-style-type: none"> ● Anything that is being displayed (PPTs, maths working wall) will be large and easily visible from anywhere in the classroom. ● 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. ● 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 and chosen school font. ● Children will be provided with a thicker and darker pencil to ensure their writing is clear. ● Tactile resources provided e.g. 3D shapes, Numicon etc ● Focus on achievable goals to build confidence and self-esteem.
Experienced Trauma	<ul style="list-style-type: none"> ● 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. ● Avoid public displays of progress to reduce pressure.
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, 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. ● Staff are mindful that a tic is an involuntary response so as opposed to using language such as 'stop', the event should be dealt with calmness and sensitivity. ● Encourage understanding and empathy amongst peers. ● Use fidget toys.
Speech Language and Communication Needs	<ul style="list-style-type: none"> ● 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. ● Provide sentence stems and word banks. ● 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.
Cognition and Learning Challenges	<ul style="list-style-type: none"> ● 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. PPT slides will be simple and uncluttered with key information highlighted. ● Children will be provided with a 'work-buddy' during peer activities/opportunities.
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. ● Some children have an Intimate Care Plan.
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.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> ● 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. ● Use concrete resources to support new mathematical concepts. ● Fidget toys or quiet manipulatives used to help with concentration. ● Ear defenders and movement breaks used if needed.
Physical Needs	<ul style="list-style-type: none"> ● Personalised equipment will be used if needed eg specialist scissors or ruler.

For children with specific needs not mentioned above a tailored personalised approach will be adopted, this will be developed in consultation with parents and other professionals.