



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

	Strategies we will use:
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> Structured school and classroom routines Visual timetables Use of first-hand experiences to stimulate learning Verbal praise is given whenever necessary to help boost confidence and self-esteem. Carefully selected resources used to support learning. Teaching delivered using a graduated approach from concrete through to the abstract. TA support individual debriefing/pre-empting Individual Behaviour Plan Individual seating or work station for aiding concentration for part of day Additional transition arrangements
Anxiety	<ul style="list-style-type: none"> Well planned and differentiated lessons tracking back to previous learning 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 Range of strategies such as use of talk partners to help reduce anxiety when feeding back to adults. If children feel overwhelmed by the classroom environment, they can use a quiet break out space
Autism Spectrum Disorder	<ul style="list-style-type: none"> Structured school and classroom routines Differentiated curriculum delivery e.g. simplified language Increased visual aids/modelling etc There is a consistent approach to the maths lesson with any changes discussed with the child beforehand Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language Staff ensure that the child has a clear expectation of what they are expected to achieve during the maths lesson
Dyscalculia	<ul style="list-style-type: none"> Differentiated tasks Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording Repetition/clarification of instructions eg Steps to success Increased visual aids/modelling etc In-class TA support for Numeracy Differentiated resources Small group of support for maths outside class e.g. Counting to Calculating Booster classes for Y6 Pre-teaching of class learning

	<ul style="list-style-type: none"> • Reinforcement practice of class learning • Individual access arrangements for SATs
Dyslexia	<ul style="list-style-type: none"> • Different coloured paper can be provided for any written recordings • Questions will be short with 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
Dyspraxia	<ul style="list-style-type: none"> • A large learning space will be provided • Instructions can be written out for the child e.g. Steps to success • 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
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 discretely • All adults and children within the classroom environment will respect the child's privacy
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Differentiated tasks • Differentiated resources • Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording • Concrete resources and visual representations will be given to the child to support any mental and written calculations needed • Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding • Repetition/clarification of instructions • Increased visual aids/modelling etc. • Visual timetables • In-class TA support for Numeracy • Small group of support for maths outside class e.g. Counting to Calculating • Pre-teaching of class learning • Reinforcement practice of class learning • PowerPoint slides will be simple and uncluttered with key information highlighted

<p>Speech, Language & Communication Needs</p>	<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 • 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
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Adults will listen and respond to the child with support and understanding • There will be understanding that the activity may not be completed
<p>Experienced Trauma</p>	<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 • The PACE Approach will be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans will be adapted to reflect this • There will be a consistent approach to expectations and behaviour that are based on positive praise.
<p>Visual Impairment</p>	<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