



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

|   | <b>Here's how we will help.</b>   |
|---|---|
| <b>Attention<br/>Deficit<br/>Hyperactivity<br/>Disorder</b> | <ul style="list-style-type: none"> <li>• A non-confrontational approach will be used in every aspect of the maths lesson</li> <li>• Verbal praise is given whenever necessary to help boost confidence and self esteem</li> <li>• Use of pictorial representations to support the learning taking place</li> <li>• We use concrete resources to support new mathematical concepts</li> </ul>  |
| <b>Anxiety</b>  | <ul style="list-style-type: none"> <li>• A trusting relationship will be nurtured between all adults in the classroom and the child</li> <li>• This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious</li> <li>• 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</li> <li>• Maths lessons are calm and quiet where children can focus on the learning taking place</li> <li>• If children feel overwhelmed by the classroom environment, they can use a quiet break out space</li> </ul> |
| <b>Autism<br/>Spectrum<br/>Disorder</b>                     | <ul style="list-style-type: none"> <li>• Visual cues/resources are used to support the child as necessary throughout the session</li> <li>• A learning space is provided that best suits the child</li> <li>• There is a consistent approach to the maths lesson with any changes discussed with the child beforehand</li> </ul>  |

|                    |  |
|--------------------|--|
|                    | <ul style="list-style-type: none"> <li>• Sensory breaks are given whenever necessary</li> <li>• Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language alongside stem sentences.</li> <li>• Staff avoid asking specific or direct questions that focus on the child's mathematical understanding that may make them feel uncomfortable</li> <li>• Staff ensure that the child has a clear goal for what they are expected to achieve during the maths lesson</li> </ul>  |
| <b>Dyscalculia</b> | <ul style="list-style-type: none"> <li>• Concrete resources and manipulatives are always made available and are clearly, labelled and accessible</li> <li>• Adults will ensure children understand how to use these manipulatives to support the specific learning goal</li> <li>• If a slideshow is being shown, an individual laptop may be provided so the child can follow the presentation successfully</li> <li>• Rulers and highlighters may be used to visually support the drawing/organisation of written calculation methods</li> <li>• Peer and adult support will be built into the lesson throughout to support any corrections with recording dictated numbers/number formation</li> <li>• Peer teaching will be used as a great way of the child sharing new knowledge that has been learnt</li> </ul> |
| <b>Dyslexia</b>    | <ul style="list-style-type: none"> <li>• Different coloured paper can be provided for any written recordings</li> <li>• A text font size of 12 or above is used for any work sheets/PowerPoint presentations</li> <li>• Data, charts and diagrams are clearly organised and structured</li> </ul> <p>Clear spaces are provided in practice books for children to write answers.</p>  |
| <b>Dyspraxia</b>   | <ul style="list-style-type: none"> <li>• A large learning space will be provided</li> <li>• Instructions can be written out for the child, using different colours for each line</li> <li>• Diagrams will be provided before labelling/editing</li> </ul>  |
|                    | <ul style="list-style-type: none"> <li>• Children can move around the classroom whenever necessary</li> <li>• When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment</li> <li>• Adults will ensure they are watching closely for signs of distress and provide a quiet, calm learning environment</li> </ul>   |

|  |   |
|--|---|
| <p><b>Hearing Impairment</b></p>                       | <ul style="list-style-type: none"> <li>• A suitable working space will be agreed upon between the teacher and child in a safe, private conversation before the lesson</li> <li>• When necessary adults within the classroom will ensure the child's hearingaid is turned on before the lesson begins</li> <li>• Adults will ensure they are facing the child when they are talking/giving instructions</li> <li>• Questions and any information given by peers will be repeated clearly to ensure the child has heard what their peers have asked/said</li> <li>• 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</li> </ul> |
| <p><b>Toileting Issues</b></p>                         | <ul style="list-style-type: none"> <li>• Children will be able to leave and return to the classroom whenever necessary</li> <li>• A seating arrangement will be made so that the child can enter and leave the classroom discretely</li> <li>• All adults and children within the classroom environment will respect the child's privacy</li> </ul>   |
| <p><b>Cognition and Learning Challenges</b></p>        | <ul style="list-style-type: none"> <li>• Concrete resources and visual representations will be given to the child to support any mental and written calculations needed</li> <li>• 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</li> <li>• Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Information will be repeated clearly, varying the vocabulary used</li> </ul>   |
| <p><b>Speech, Language and Communication Needs</b></p> | <ul style="list-style-type: none"> <li>• Visual timetables, signs and symbols may be used to support communication within the maths lesson</li> <li>• Visual displays (maths working walls) will be used to support understanding of key information</li> <li>• Non-verbal clues will be used to back up what is being said</li> <li>• Any verbal instructions/information will be at a slow, clearpace that matches the child's understanding</li> <li>• Adults will regularly check the child's understanding so that adults can identify any misconceptions or</li> </ul>  |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>misunderstandings</p>  |
| <p><b>Tourette's Syndrome</b></p> | <ul style="list-style-type: none"> <li>• Adults will listen and respond to the child with support and understanding</li> <li>• Children are never asked to stop their tics.</li> <li>• There is a clear structure to the lesson. <ul style="list-style-type: none"> <li>• Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that a child is intentionally not listening.</li> </ul> </li> </ul>  |
| <p><b>Experienced Trauma</b></p>  | <ul style="list-style-type: none"> <li>• The maths learning environment will be a calm, trusting place where children feel supported with their emotions at all times</li> <li>• Adults working with the child will be aware of any triggers and any ways to further support the child within the classroom</li> <li>• There will be a consistent approach to expectations and behaviour that are based on positive praise.</li> </ul>  |
| <p><b>Visual Impairment</b></p>   | <ul style="list-style-type: none"> <li>• Anything that is being displayed (PowerPoint presentation, maths working wall) will be large and easily visible from anywhere in the classroom</li> <li>• 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</li> <li>• Images and text within any printed work will be enlarged with the recommended font size</li> <li>• Children will be provided with a thicker and darker pencil to ensure their writing is clear</li> </ul> |