



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

| Individual Need | Here's how we help everyone shine... |
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| Attention Deficit Hyperactivity Disorder | <ul style="list-style-type: none"> • A non-confrontational approach will be used in every aspect of the maths lesson • Adult support is given during the Flashback 4 session or when children are using whiteboards to record answers • Verbal praise is given whenever necessary to help boost confidence and self-esteem • Use of pictorial representations to support the learning taking place • We use concrete resources to support the learning of new mathematical concepts |
| Anxiety | <ul style="list-style-type: none"> • A trusting relationship will be nurtured between adults and pupils • This relationship will enable adults to identify 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 • Maths lessons are calm and quiet allowing children to focus on the learning taking place • 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"> • Visual timetables are used to support the organisation of the Maths lesson. • Visual cues/resources are used 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. • 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 |
| Dyscalculia | <ul style="list-style-type: none"> • Concrete resources and manipulatives are always made available and are clearly labelled and accessible |

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| | <ul style="list-style-type: none"> • 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 may be provided so the child can follow the presentation successfully • Flashback 4s incorporate activities that specifically focus on recall and repeating areas of Mathematics the children have already explored • Graph paper can be provided for written calculations (i.e. long division) • Rulers and highlighters will be available to visually support the drawing/organisation of written calculation methods • Task plans may be used to outline the steps needed for written calculations (e.g. column addition) • 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 to allow the child to share what has been learnt |
| <p>Dyslexia</p> | <ul style="list-style-type: none"> • Different coloured paper can be provided for any written recordings • Worksheets/PowerPoint presentations will be visually uncluttered and written in a dyslexia-friendly font (e.g. Century Gothic), greater than size 12 • 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 worksheet or in a Maths book |
| <p>Dyspraxia</p> | <ul style="list-style-type: none"> • 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 any home learning • Children may leave the session early to ensure there is time to move in and out of the classroom (e.g. toilet trips) • Children can move around the classroom whenever necessary • Sensory equipment (e.g. elastic twangers, wobble cushions) will be used • An adult or supportive peer will provide demonstrations of how to successfully use Mathematical equipment • Adults will ensure they are watching closely for signs of distress and provide a quiet, calm learning environment |

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| <p style="text-align: center;">Hearing Impairment</p> | <ul style="list-style-type: none"> • A suitable working space will be agreed upon between the teacher/child in a private conversation before the lesson • Adults within the classroom will ensure the child's hearing aid and or radio aid is turned on before the lesson begins • Written materials are provided in addition to teacher talk (e.g. a task plan). These may be provided in advance of the lesson to allow for pre-teaching. • Only one person is encouraged to speak at a time. • The child is positioned at the front of the classroom with an unobstructed line of vision to aid with lip-reading. • The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding. • Teachers will ensure background noise is kept to a minimum (e.g. keeping windows closed). • Teachers will ensure their face is clearly lit to allow for lip-reading (i.e. not standing in front of a window with their face in shadow). • 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 |
| <p style="text-align: center;">Toileting Issues</p> | <ul style="list-style-type: none"> • Children will be able to leave and return to the classroom whenever necessary • Seating arrangements allow for pupils entering and leaving the classroom discreetly • All adults and children within the classroom environment will respect the child's privacy |
| <p style="text-align: center;">Cognition and Learning Challenges</p> | <ul style="list-style-type: none"> • Learning is differentiated to meet the child's specific 'learning gaps' • This will ensure that the task being given to the child matches their individual academic needs • 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 • 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 • Children will be provided with a 'work-buddy' during peer activities/opportunities |

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| <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 are 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 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 • A structure will be provided 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 |
| <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 • 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 • 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 may 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 |