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

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| **Individual Need** | **Strategies to promote inclusion** |
| **Attention Deficit Hyperactivity Disorder (ADHD)** | * Verbal praise is given whenever necessary to help boost confidence and self-esteem.
* Use of pictorial representations to support the learning taking place.
* Use of concrete resources to support new mathematical concepts are part of everyday teaching and learning.
* Adult support during the key skills and recap sessions where children may be using whiteboards to record their answers.
* Lessons broken into chunks, including target time, total recall and main lesson with ‘I do’, ‘We do’ and ‘You do’ sections to support with focus, attention and understanding.
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| **Autism Spectrum Condition (ASC)** | * 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.
* 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.
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| **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.
* Total Recall and low-stake quiz actitives that specifically focus on recall and repeating areas of mathematics the children have already explored.
* Squared paper for written calculations.
* Rulers and highlighters can 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.
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| **Dyslexia** | * When using the interactive whiteboard, use light, pastel coloured background to avoid black text on a white background.
* Any printed resources will be on pastel coloured paper, avoiding black font on white paper.
* Individual coloured overlays available for pupils as necessary when reading questions.
* 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.
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| **Dyspraxia** | * Provide adapted resources such as pencil grips, larger pencils and spring-loaded scissors as appropriate.
* When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment if required.
* Adults will then ensure they are supporting pupils with mathematical equipment.
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| **Hearing Impairment** | * 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.
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| **Toileting Needs** | * 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.
* Staff to follow guidance in pupil’s intimate care plans.
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| **Cognition and Learning Challenges** | * Learning is adapted to meet the child’s specific learning needs. This will ensure that the task being given to the child matches their individual academic needs.
* Use of concrete, pictorial and abstract learning.
* 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.
* SMART pages and PowerPoint slides will be simple and uncluttered with key information highlighted.
* Opportunities to apply maths skills and knowledge in other areas of the curriculum.
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| **Speech, Language & Communication Needs** | * 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.
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| **Tourette Syndrome** | * Adults will understand how to individually support the child with tics to ensure they feel safe and respected.
* Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable.
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| **Social, Emotional and Mental Health** | * 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.
* 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.
* If children feel overwhelmed by the classroom environment, they can use a quiet safe space.
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| **Visual Impairment** | * Anything that is being displayed (PowerPoint presentation, maths working wall etc) 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.
* Children may be provided with a larger squared exercise book if preferred.
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