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

Broad area of need	Specific area of need	Here's how we will help
Communication and Interaction	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
	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 • Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new

Communication and Interaction		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
	Tourette's Syndrome	• 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
Cognition and Learning	Cognition and Learning Challenges	• Big Maths learning is naturally 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 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 • PowerPoint slides will be simple and uncluttered with key information highlighted • Children will be provided with a 'work-buddy' during peer activities/opportunities
	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/PowerPoint presentations • Questions will be short with visual representations (diagrams, pictures, illustrations) to support

Cognition and Learning		• 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	• A large learning space will be provided • 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
	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 • Big Maths lessons incorporate 'It's Nothing New' and 'Repeat' activities that specifically focus on recall and repeating areas of mathematics the children have already explored • Graph 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
Social, Emotional and Mental Health	**Experienced Trauma**	• 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.
	Attention Deficit Hyperactivity Disorder	• A non-confrontational approach will be used in every aspect of the maths lesson • Adult support during the initial Big Maths 'CLIC' sessions where children are using whiteboards to record their 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 new mathematical concepts
	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 • Maths lessons are calm and quiet where children can focus on the learning taking place

		• If children feel overwhelmed by the classroom environment, they can use a quiet break out space
Sensory and / or Physical Needs	**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
	Visual Impairment	• 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
	Toileting Issues	• 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