



# Supporting Learners with SEND in Maths



<p><b>Creating an inclusive environment</b></p>	<ul style="list-style-type: none"><li>- All SEND children have access to opportunities to engage in the use of mathematical language and learning throughout the school days as well as in lessons.</li><li>- Opportunities given throughout the school day such as going through the day's schedule, pointing out shapes, referring to mathematical vocabulary etc. to engage children in mathematical talk.</li><li>- Considerations given to the position of learners during maths lessons to ensure they can attend and have support when needed.</li><li>- Considerations given to whether they would be best working with the whole class, in a small group or 1:1 with an adult.</li><li>- Use of ICT to support if beneficial.</li><li>- Consideration of the physical layout of the workspace ensuring that all learners can access the equipment needed in the lessons.</li><li>- Understanding of how learners best learn – visual, auditory, kinaesthetic.</li><li>- Visual cues given to children as well as oral ones</li></ul>
<p><b>Curriculum considerations</b></p>	<ul style="list-style-type: none"><li>- Curriculum broken down into small, manageable steps so that all learners can access the learning.</li><li>- CPA approach used to make the learning concrete.</li><li>- Manipulatives readily available in all lessons to support.</li><li>- Pre-teaching interventions carried out the week before to support children in lessons.</li></ul>
<p><b>Strategies to scaffold learning</b></p>	<p><u>Learners who struggle with attention:</u></p> <ul style="list-style-type: none"><li>- Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources.</li><li>- Pre-teach interventions set up to pre-teach elements of the lessons to learners so they only have to attend for short amounts of time. This may just be the meaning of vocabulary.</li><li>- Consider the length of teaching input.</li><li>- Particular roles given to children who are going to struggle with their attention.</li><li>- Learners given short, manageable bursts of learning to help structure their attention.</li></ul>

- 'Ping-Pong' style of learning embedded within the mastery approach to help maintain pupils' attention.

Learners who have sensory needs:

- Considerations to the size of the group they work in, to ensure that children are not overwhelmed.
- Lots of opportunities given to use manipulative to understand key concepts.
- Sensory breaks given where needed.

Learners who have literacy difficulties:

- Manipulatives and representations used to take away the literacy element.
- Focus in planning on 'What is the Maths'. If no need for the use of literacy skills, then don't use them.  
EG. Picture problems rather than word problems.

Learners who struggle to retain vocabulary:

- Pre-teaching of vocabulary and key terms before the lesson starts.
- Recapping terminology at the beginning of each lesson.
- Vocabulary displayed on powerpoint during teaching.
- Visual word banks with pictures attached to support understanding.
- Key mathematical language displayed on working walls for children to refer to.

Learners who need additional time to support their conceptual understanding:

- Content broken down into small steps to build understanding.
- Now and next cards used.
- Visual timetables and success boards
- Maximised opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience.