



SEND in my subject area: Mathematics

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Literacy difficulties	<p>Familiarise children with new vocabulary.</p> <p>Slides to reinforce vocabulary relevant to the lesson - words explained.</p> <p>Use of topical word banks and picture cards to aid understanding and explanation of mathematical processes</p> <p>Individual access to the above during activity</p> <p>Word banks / working walls with vocabulary displayed.</p> <p>Adult to scribe during group work / paired working</p> <p>Adult support, peer support (mixed ability pairing supports)</p> <p>Pre-teach activities</p>	<p>Difficulties using language / expressing themselves</p> <p>Difficulties with processing language /following instructions</p>	<p>Sentence starters / modelled language.</p> <p>Stem sentences / repetition</p> <p>Partner talk</p> <p>My turn-Your turn</p> <p>Opportunities to present ideas in different ways other than verbal e.g. concrete, pictorial, abstract until secure with concepts.</p> <p>Simplified step by step instructions.</p> <p>Chunking.</p> <p>Pictorial prompts</p> <p>Model - do</p> <p>Time to formulate information / answers</p>
Numeracy difficulties	Pre-teach interventions		

	<p>Focussed group work where necessary. Allow additional processing time. Provide a safe environment to make mistakes. Consider pairing children with more confident student. Think how data tables can be created differently - e.g. pictograms Use of mathematical equipment / concrete apparatus used in lessons Bring abstract concepts to life through concrete resources and comparisons. Consistent use of resources through school. Small step activities. Adapted work where necessary.</p> <p>Varied short tasks and practice of fluency skills outside maths lessons.</p> <p>Use of short games to practice maths skills / recall/ fluency and retrieval.</p>		
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Retaining information / meaning of vocabulary	<p>Retrieval questions to start lessons</p> <p>Revisit vocab from previous sessions</p> <p>Word banks and maths working walls.</p> <p>Make links between vocabulary in lessons and other curriculum areas</p> <p>Pre-teach vocabulary</p> <p>Provide worked examples to use as a model during independent working</p>		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	<p>Usual supports must be available: pencil grip</p> <p>sloping board</p> <p>writing frames</p> <p>scaffolds</p> <p>scribe</p> <p>Suitable concrete apparatus.</p>	Children who struggle to maintain attention	<p>Fast paced lessons, model and do approach to teaching, use of interactive resources</p> <p>Investigative activities</p> <p>Give roles during group work - allow child to be the 'expert' at times</p> <p>Opportunities to move - give out books, maps etc</p> <p>Non-verbal reminders</p> <p>Seating plans</p>

<p>Children with gross motor difficulties</p>	<p>All children must be able to access a planned activity with their normal support available</p>		<p>Varied short tasks and practice of fluency skills outside maths lessons.</p>
<p>Children with hearing difficulties</p>	<p>Seating plan - ensure children are seated where they can hear and see the adult Picture prompts Adult check ins Adult repeat back other children's answers that may not be heard Seating plan - can they see the board?</p>	<p>Children who have difficulty with transitions and routines</p>	<p>Use of short games to practice maths skills / recall/ fluency and retrieval.</p> <p>Advance preparation for how the lesson will run Now and next strategy Advance preparation for practical work Adult modelling and facilitation</p>
<p>Children with visual difficulties</p>	<p>Enlarged resources Plain / squared paper enlarged.</p>	<p>Difficulty working with others / sharing resources</p>	<p>Use of timers to signify turn ending and beginning/Use of now & next Access to individual equipment</p>