Abbey Hey Primary Academy
The best in everyone™
Part of United Learning

SEND provision in Maths

Cognition and Learning		Communication and Interaction	
Learning Challenges	**Provision**	**Learning Challenges**	**Provision**
• Accessing reading/written work • Poor memory and recall skills • Recording written work or feedback to listening/appraising activities • Poor sequencing skills – understanding the steps modelled • Linking learning • Reading/interpreting data/tables etc • Calculations • Understanding number	• Use of symbols, larger print, colour coding, multi sensory reinforcement. • Use of overlays, coloured paper • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use word banks which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows – explicit links to prior learning • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Give additional time for processing • Use of task boards – tick list of steps • Remove writing/reading expectations – use multiple choice, use pictures • Alternative methods of recording – drawing, voice recording, typing, mind maps, symbols, use of a scribe, matching activity, sticking activity, missing words • Minimise copying from the board	• Being able to use expressive language • Understanding and using new topic vocabulary. • Word finding difficulties • Following instructions and sequences. • Levels of concentration • Retention of new vocabulary • Learning and understanding mathematical vocabulary	• Use different forms of communication • Have pre-arranged prompts • Use visual support • Pre-teaching of new vocabulary prior to the lesson • Send vocabulary word mats home before the topic begins • Limit vocabulary to that which is necessary to ensure progress • Limit instructions – use short steps • Social stories. • Children are allowed time to discuss the answers to questions, and evaluate work with peers • Children with communication impairments are given time to think about questions before being required to respond. • Range of multi-sensory approaches to support language – symbols, pictures, concrete apparatus, artefacts, IT, role play • Prompt cards to help with understanding of question words • Word finding strategies • Support written work if child has limited language – matching activity, missing words, sticking activities, scribes, drawings, mind map • Plan wording of questions carefully, avoiding complex vocabulary and

	• Pre teaching of vocabulary • Pre learning tasks • Pop quizzes and retrieval practices are adapted to lower demand for writing • Plan wording of questions carefully, avoiding complex vocabulary and sentence structures. Prepare questions in different styles/levels • Use mnemonics to help pupils remember things • Use real objects/practical/concrete resources • Additional guided practice • Adapted sequencing to plug earlier gaps • Same day intervention • Focus on fluency • Ensuring SEND pupils are taught the same strand by moving long term plans around to match the rest of the class • Adjustments to curriculum following discussion with SENDCO and Maths lead – pupils who are working 2 years + below ARE, being tracked on A2E, access whole class teaching but work is pitched at their developmental level • Explore concepts in different forms – eg as a word-sentence, sequence of body language, picture, graph or equation. Puppets, mascots and objects add fun and elements of surprise to lessons, and action songs, games and rhymes encourage a physical response. • Exploit the many forms of mathematical representation – eg pie charts, number lines, abacus, bar charts, tiles – and the connections between them. • Relate mathematical concepts to everyday applications and other areas of the curriculum so pupils see how mathematics is relevant and how it can be applied		sentence structures. Prepare questions in different styles/levels

	• Specific help with number recall or interpreting data in graphs, tables or bar charts, will help to compensate for difficulties with long- or short-term memory		
Physical and/or Sensory		**Social, Emotional and Mental Health**	
Learning Challenge	**Provision**	**Learning Challenge**	**Provision**
• Videos with over stimulating or challenging themes • Difficulties with fine and gross motor skills • Difficulties with planning • Organisational skills • Hearing impairment • Visual impairment • Colour vision deficiencies • Physical needs	• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress • Adapted equipment • Consider seating position for hearing/vision impaired pupils • Consider lighting/blinds • Multi-sensory learning • Reduce need to copy from board (visual impairment) • Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other • Allow the child plenty of space to work • Gain pupil's attention before important information is given • Keep background noise to a minimum • Reduce visual information	• Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • No resilience - feeling they aren't any good – resulting in lack of care and effort • Difficulty concentrating and maintaining attention to a task • Difficulties sitting still • Hypervigilance	• Working in a small group with a trusted adult for emotional support. • Pre-teaching • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work – be proud. • Chunking work into smaller steps • Visual support • Task boards • Movement breaks • Use of fiddle toys/wobble cushions • Provide opportunities for multi-sensory learning • Make sure equipment is accessible and labelled clearly • Use of sandtimers • Use of safe space • The transition from whole-class to group or independent work, and back, is clearly signalled. • Pupils encouraged to look back to previous work/photos/ records to see how much progress they have made

			• Avoid a culture of 'right answers' and emphasise the importance of processes and problem solving • Discussing mathematical errors/ misconceptions prevents pupils becoming inhibited by fear of making mistakes.