

SEND Adaptations for Maths

Mathematics has an essential role in developing problem-solving skills, logical thinking, resilience and independence. Appropriate SEND adaptations enable all pupils to access, enjoy and make progress in mathematics, building confidence and a positive attitude towards learning.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • New vocabulary displayed which uses dual coding to support understanding • Appropriate use of subject materials such as videos, songs used to aid memory and recall. • Teachers follow small steps. Each lesson starts with a 'retrieval' of prior learning which supports the new learning. • Use of shorter/less complex sentences in resources given • Adult support in small group to scaffold learning. • Repetition and overlearning. Use of visual representations to aid memory. • Key facts added to working walls where beneficial for children to retrieve. • Use practical resources (e.g. counters, cubes, number lines, tens frames) to model concepts. • Break learning into small, manageable steps. • Use visual models and representations before abstract methods. • Provide worked examples and model strategies explicitly. 	<ul style="list-style-type: none"> • Use of working wall for children to refer to. Frequent modelling of correct vocabulary. • Lots of reinforcement • Lots of repetition • Scaffold learning • Encourage visual representation to support explanations • Careful and appropriate modelling to support understanding • Use clear, concise instructions supported by visuals or task cards. • Repeat and rephrase questions using consistent language. • Use sentence stems and structured talk to support mathematical explanations. • Allow additional processing time before expecting responses. • Use partner talk or small groups to rehearse ideas. • Support understanding of mathematical language and word problems. 	<ul style="list-style-type: none"> • Adult support • Boost self-esteem by creating fun and engaging lessons • Provide sensory breaks • Use of praise and encouragement. • Providing appropriate resources so that children can access the lesson eg fiddle toy. • Whole class participation techniques to hold the child's focus. • Provide tasks that are achievable and scaffolded to reduce anxiety. • Use positive reinforcement to build confidence and resilience. • Provide clear success criteria so pupils know what is expected. • Use calm, predictable routines in maths lessons. • 	<ul style="list-style-type: none"> • Ensure images are enlarged and accessible • Ensure chn are close to whiteboard/ sources • Working in groups to support • Pencil grips and tripod pencils • Use of ICT to support access • Use of sheets / workbooks to remove the barrier of organising their work, where appropriate. • Lots of practice and overlearning. • Use of visual representations to aid memory. Use of song. • Use large, clear print and uncluttered worksheets. • Provide access to concrete resources to support fine motor difficulties. • Allow use of ICT (e.g. iPads, number apps) to record learning. • Consider seating arrangements for pupils with sensory needs. • Offer alternative tools such as pencil grips or whiteboards. • Allow extra time to complete calculations or tasks.