



## Strategies for Supporting Children with SEND at Bugle School - Maths

### Area of Need...

### How we support our pupils to succeed...

#### Communication and Interaction

- Daily timetable visible identifying morning maths session.
- Individual workstations where required.
- Consistent approach and structure to the maths lesson. Children are prepared for any change to the structure or routine.
- Sensory breaks given where required.
- Mathematical vocabulary is integrated throughout the lesson with visuals to support new language.
- Questioning techniques used invite discussion rather than direct right/wrong answers that may make a pupil feel uncomfortable.
- The children are aware of a clear goal for what they are expected to achieve during the maths lesson.
- Visual displays (Maths working walls) referred to, to illustrate new strategies.
- Verbal instructions are given clearly and consider how many instructions are appropriate to give at any one time.
- Regular check ins from adults to assess understanding and enable early intervention where misconceptions arise.

#### Cognition and Learning

- Concrete resources and manipulatives are available for children to access independently.
- Adults understand how to use manipulatives to support children.
- There is a daily opportunity to recall and repeat areas of mathematics explored in previous lessons.
- The opportunity for peer and adult support is built into every lesson.
- Questions include visual representations to illustrate concepts.
- Large spaces for working out are provided next to each question.
- Questions and activities match and develop children's academic needs.
- Concrete resources and visual representations are given when new concepts are introduced and wherever appropriate.
- Self-assessment opportunities are included in each lesson.
- Key vocabulary introduced and explained at the start of each lesson and regularly referred to throughout the lesson.
- Information is repeated and reviewed, varying vocabulary where possible to deepen understanding.
- PowerPoint slides are not overcrowded with information.
- Incorrect number formation is addressed promptly whenever it arises.
- Where appropriate, questions provided are on coloured paper.
- Dyslexia friendly font is used on all question strips, PowerPoint slides, etc and is of an appropriate size to be read clearly.

<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"><li>• Verbal praise to boost confidence and self-esteem.</li><li>• Use of pictorial representations and concrete resources to support new mathematical concepts.</li><li>• Trusting relationships are nurtured between all adults in the classroom and the children.</li><li>• Adults are familiar with possible triggers and anxiety inducing scenarios.</li><li>• Individual workstations used where appropriate.</li><li>• There is a consistent approach to expectations and behaviour which is based on positive praise.</li><li>• The children are aware of a clear goal for what they are expected to achieve during the maths lesson.</li><li>• Learning is broken down into manageable chunks.</li></ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"><li>• Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom.</li><li>• Meaningful movement breaks are planned into lessons to avoid fatigue.</li><li>• Images and texts with printed work will be enlarged where there is a visual impairment.</li><li>• If children require exercise books with larger squares in Year 5 and 6, they will be provided.</li><li>• Consideration of the seating environment is dependent on the child's need.</li><li>• Consideration given to where adults position themselves in the room when talking/giving instructions.</li><li>• Repetition of information/questions where appropriate.</li><li>• Adults model use of equipment.</li><li>• Adults are familiar with possible triggers and anxiety inducing scenarios.</li><li>• Children are supported to find a safe space.</li></ul>