



## SEND / EAL Provision: MATHS

These strategies could be implemented to ensure pupils identified as having SEND could access the maths curriculum.

Cognition & Learning	Communication & Interaction	EAL	
<p>Present new material in small steps.</p> <p>Ensure key vocabulary is visible around the classroom.</p> <p>Pre teach vocabulary, key skills and ideas and/or link back to vocabulary from previous learning to build upon.</p> <p>Use working walls or prompts in books to reinforce and revisit key methods and vocabulary.</p> <p>Have concrete resources available to support learning e.g. place value charts,, hundred squares, numicon, dienes, number lines etc..</p> <p>Table top support cards for children to use independently e.g number formation strips, hundred squares etc...</p> <p>Resources accessible and time allowed for children to select appropriate resources in classroom for overlearning to occur independently such as place value charts, tens frame etc..</p> <p>Specific arithmetic sessions.</p> <p>Encourage jottings/ drawings / diagrams to support and show understanding, methods used and reasoning.</p> <p>Repetition and revisiting of taught concepts by using 4 a day / Flashback 4, maths morning / afternoon starters.</p> <p>Highlight key words in reasoning questions to help identify calculation required.</p> <p>Upper key stage 2 maths club.</p> <p>Make it visual - use of pictures, diagrams, whole-part models</p>	<p>Consider classroom placement - place pupils who need most support opposite/near the teacher so they can hear and see teacher prompts clearly.</p> <p>Multi-sensory approach to support spoken language, such as using concrete materials/ resources, visual prompts etc.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Use paired work before and during activities to allow children to share methods.</p> <p>Allow children the opportunity to talk through their responses before writing/ committing to paper. Use whiteboards for working out.</p> <p>Use of working walls or prompts in books to reinforce and revisit key methods and vocabulary.</p> <p>Emphasise key vocabulary throughout lessons.</p> <p>Provide opportunities to work independently throughout session.</p> <p>Use TAs effectively to help explain language and support with understanding of questions.</p>	<p>Pre-teach vocabulary and/or link back to vocabulary from previous learning to build upon.</p> <p>Use working walls or prompts from marking in books to reinforce and revisit key methods and vocabulary.</p> <p>Encourage accurate use of mathematical vocabulary and provide opportunities to reason and explain using visual prompts where necessary.</p> <p>Provide vocabulary lists related to each topic.</p> <p>Provide clear models and worked examples.</p> <p>Chunk/ break down multi step tasks.</p> <p>Translation of key vocabulary into native language (where appropriate).</p>	
		<th data-bbox="1027 1352 1560 1397">Motor Skills</th> <p data-bbox="1027 1397 1560 2105">           Consider alternative methods of recording.             Make available a range of accessible materials for example number mats/strips to assist with number formation.             Set achievable outcomes for recorded work in lessons.             Give instructions in short chunks, checking back understanding of tasks with pupils.             Use of technology to support learning (where appropriate).         </p>	Motor Skills

<b>SEMH</b>	<b>Sensory - Visual</b>	<b>Sensory - Hearing</b>
<p>Be mindful of individual pupil's self-esteem / confidence regarding maths and provide lots of opportunities for success.</p> <p>Sensory/ movement breaks when needed.</p> <p>Consistent and clear expectations of behaviour for learning and outcomes.</p> <p>Organised classroom and resources.</p> <p>Careful consideration of seating, partners and groupings.</p> <p>Keep instructions positive, clear and present in a calm manner.</p>	<p>Print resources on buff or coloured paper.</p> <p>Minimise / enlarge materials as appropriate.</p> <p>Use clear verbal explanations when modelling/ explaining to the class with clear modelling on board/ with resources.</p> <p>Eliminate unnecessary copying from the board.</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p>	<p>Use visual aids or other concrete supports when dealing with key concepts.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Divide listening time into small chunks.</p> <p>Allow ample thinking and talking time.</p> <p>Use paired work.</p>