Strategies for supporting pupils with Special Educational Needs and Disabilities in Maths lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	• A non-confrontational approach will be used in everyaspect of the maths lesson • Adult support during the initial Power Maths starter where children may be using whiteboards to record their answers • Remind of Growth Mindset Power Maths characters • Verbal praise is given whenever necessary to help boost confidence and self esteem • Use of pictorial representations to support the learning taking place • We use concrete resources to support new mathematical concepts
Anxiety	• A trusting relationship will be nurtured between all adultsin the classroom and the child • This relationship will enable the adult to know any triggers or changes in behaviour that may be caused bythe child feeling anxious • Giving feedback or answers is always a non-compulsoryoption during any maths lesson so that children are no t'put on the spot' or made to feel pressured or uncomfortable • Maths lessons are calm and quiet where children can focuson the learning taking place • If children feel overwhelmed by the classroom environment, they can use a quiet break out space

Autism Spectrum Disorder	• Visual timetables are used to support the organisation ofthe maths lesson • Visual cues/resources are used to support the child as necessary throughout the session • A learning space is provided that best suits the child • There is a consistent approach to the maths lesson with any changes discussed with the child beforehand • Sensory breaks are given whenever necessary • Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language • Staff avoid asking specific or direct questions that focuson the child's mathematical understanding that may make them feel uncomfortable • Staff ensure that the child has a clear goal for what they are expected to achieve during the maths lesson
Dyscalculia	• Concrete resources and manipulatives are always made available and are clearly, labelled and accessible • Adults will ensure children understand how to use these manipulatives to support the specific learning goal • If a slideshow is being shown, an individual laptop will be provided so the child can follow the presentation successfully with support if needed • Power Maths lessons incorporate activities that specifically focus on recall and repeating areas of mathematics the children have already explored • Squared paper will be provided for all written calculations (i.e. long division) • Rulers and highlighters will be used to visually support the drawing/organisation of written calculation methods • Peer and adult support will be built into the lesson throughout to support any corrections with recording dictated numbers/number formation • Peer teaching will be used as a great way of the child sharing new knowledge that has been learnt
Dyslexia	• Different coloured paper can be provided for any written recordings • A text font size of 12 or above is used for any work sheets/PowerPoint presentations • Questions will be short with visual representations (diagrams, pictures, illustrations) to support • Data, charts and diagrams are clearly organised and structured • Specific clear, rounded and spaced out fonts are used onany writing within the lesson • Large spaces for working out will be provided under each question given on a work sheet or in a maths book

Dyspraxia	• A large learning space will be provided • Instructions can be written out for the child, usingdifferent colours for each line • Diagrams will be provided before labelling/editing • Suitable time limits will be given for all home learning for maths • Children can leave the maths session early to ensure there is time to move in and out of the classroom (breaktimes, lunchtimes, toilet trips etc.) • Children can move around the classroom whenever necessary • When using mathematical equipment, an adult or supportive peer will provide demonstration of how tosuccessfully use the equipment • Adults will ensure they are watching closely for signs of • distress and provide a quiet, calm learning environment
Hearing Impairment	• A suitable working space will be agreed upon between the teacher and child in a safe, private conversation before the lesson • Adults within the classroom will ensure the child's hearingaid is turned on before the lesson begins • Adults will ensure they are facing the child when they are talking/giving instructions • Questions and any information given by peers will be repeated clearly to ensure the child has heard what theirpeers have asked/said • Children will be seated towards the front of the classroom to ensure they have a clear line of vision, especially during the input where the whiteboard will be the main focus
Toileting Issues	• Children will be able to leave and return to the classroom whenever necessary • A seating arrangement will be made so that the child canenter and leave the classroom discretely • All adults and children within the classroom environment will respect the child's privacy
Cognition and Learning Challenges	• Power Maths learning is naturally differentiated to meet the child's specific 'learning gaps' • This will ensure that the task being given to the child matches their individual academic needs • Concrete resources and visual representations will begiven to the child to support any mental and written calculations needed • Self-checks can be used at each stage of a task so thatchildren are aware of the tasks required of them and their achievement of reaching this • Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding

	• Information will be repeated clearly, varying the vocabulary used • PowerPoint slides will be simple and uncluttered with key information highlighted • Children will be provided with a 'work-buddy' during peer activities/opportunities
Speech, Language and Communication Needs	• Visual timetables, signs and symbols will be used to support communication within the maths lesson • Visual displays (maths working walls) will be used to support understanding of key information • Non-verbal clues will be used to back up what is being said • Any verbal instructions/information will be at a slow, clearpace that matches the child's understanding • Adults will regularly check the child's understanding sothat adults can identify any misconceptions or misunderstandings
Tourette Syndrome	• Adults will listen and respond to the child with supportand understanding • A structure will be provided (tick list) to support the learning taking place, this will be differentiated to the maths activity and include the main elements needed toaid the child's attention • There will be understanding that the activity may not be completed
Experienced Trauma	• The maths learning environment will be a calm, trusting place where children feel supported with their emotionsat all times • Adults working with the child will be aware of any triggersand any ways to further support the child within the classroom • The PACE Approach will be used, using playfulness, acceptance, curiosity and empathy to understand emotionsand behaviour. Lesson plans will be adapted to reflect this • There will be a consistent approach to expectations and behaviour that are based on positive praise.
Visual Impairment	• Anything that is being displayed (PowerPoint presentation,maths working wall) will be large and easily visible from anywhere in the classroom • Children will be able to 'take a break' from their maths learning whenever needed to ensure they are able to focus visually and avoid fatigue • Images and text within any printed work will be enlargedwith the recommended font size • Children will be provided with a thicker and darker pencil to ensure their writing is clear