



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

Individual Need	Here's how we help everyone learn...
Autism Spectrum Disorder	<ul style="list-style-type: none"> ✓ Visual cues/resources are used to support the child as necessary throughout the session. ✓ There is a consistent approach to the maths lesson which is routinely followed. ✓ Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language. ✓ Staff avoid asking specific or direct questions that focus on the child's mathematical understanding that may make them feel uncomfortable. ✓ Staff ensure that the child has a clear understanding of what they are expected to achieve during the maths lesson. ✓ Use of mathematical manipulatives (Numicon, Base 10 ect) throughout school help embed mathematical concepts in a visual way.
Dyslexia	<ul style="list-style-type: none"> ✓ Different coloured paper can be provided for any written recordings if appropriate. ✓ A text font size of 12 or above is used for any information 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 on any writing within the lesson. ✓ Large spaces for working out will be provided in a maths book. ✓ Lots of opportunities for maths talk are embedded within lessons so children can verbalise their mathematical understanding and thinking.
Toileting Issues	<ul style="list-style-type: none"> ✓ Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet.



<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> ✓ Quality first teaching. ✓ Differentiation and use of a mixture of the White Rose resources ensures that the task being given to the child matches their individual academic needs. ✓ Concrete resources and visual representations will be given to the child to support any mental and written calculations needed. ✓ 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 an appropriate peer during peer activities/opportunities.
<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> ✓ Signs, symbols and manipulatives 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 (actions) will be used to back up what is being said. ✓ Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding. ✓ Adults will regularly check the child's understanding so that adults can identify any misconceptions or misunderstandings.