



The Adapted Curriculum for SEND.

<u>Subject</u>	<u>Maths</u>
<u>General Provision/ Adaptations</u>	<u>Subject specific Provision / Adaptations</u>
• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress. • Use clear, unambiguous language and keep unnecessary information to a minimum. • Give response time for aural questions. • Repeat back teaching using, “My turn, your turn.” • Use the full sentence symbol to encourage all children to speak in full sentences. • Be aware that challenging behaviour is often communicating a need or difficulty. • Seek strategies to remove barriers and be aware that these may be variable and need to be changed over time. • Use visual timetable and now and next boards throughout the day. • Provided brain break activities, funky fingers, calming sessions, scooter board for re-regulation. • Make learning multi-sensory. • Use visual aids, apparatus and equipment. • Use symbols with LO to show children what type of lesson it is and what skills they will be using. • Use props to demonstrate the type of learner they are for the session. • Use a mixture of open and closed questions and target them at appropriate learners. • Mind map and explicitly teach new vocabulary. • I pads available to photograph the board. • Careful positioning of children away from distraction, near to information. • Teacher proximity to focus children for instructions to be repeated back. • All sessions to be taught with pace, changing activity regularly. • Set routines for transitions between activities. • Use, “I do, we do, you do” to scaffold. • Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	• Represent problems using pictures. • Read a problem together, clarify understanding before attempting to solve. • Declarative and procedural knowledge embedded before conditional tasks tackled. • Encourage highlighting important information before tackling a problem. • Children encouraged to use manipulatives to provide concrete images. • Adults available for discussion and to scribe ideas. • Memorising core facts, “My turn, your turn.” “I do, we do, you do.” • Contextualise the learning as much as possible using stories and real life scenarios. • Children to correct the teacher’s mistakes – model learning from mistakes is brilliant and celebrate progress. • When appropriate have large print measuring devices, talking calculators, braille rulers, coloured rulers, use coloured liquid to measure capacity, coloured protractors.