

**Subject - Maths**

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

Cognition & Learning	Communication & Interaction	EAL
Pre teach vocabulary, key skills and ideas and/or link back to vocabulary from previous learning to build upon. Use working walls or prompts in books to reinforce and revisit key methods and vocabulary. Have concrete resources/ learning aids to support learning e.g. times table squares, hundred squares, numicon, dienes, IT games/activities. Leave resources accessible in classroom for overlearning to occur independently. Repetition and revisiting of taught concepts to ensure sticky knowledge via morning maths, basic skills and arithmetic lessons. Ensure key learning is reviewed at start and end of every session. Encourage jottings to support and show understanding and reasoning Make it visual – use of pictures, diagrams etc. Provide opportunities for cross curricular experiences e.g. statistics, measurements.	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. Allow children the opportunity to talk through their responses through use of talking partners. Use of working walls or prompts in books to reinforce and revisit key methods and vocabulary. Emphasise key vocabulary throughout session. Provide opportunities to work independently throughout session. Use TAs effectively to help explain language and support with understanding of questions.	Pre-teach vocabulary and/or link back to vocabulary from previous learning to build upon. Modelling- ‘I do, we do, you do’ Use working walls or prompts in books to reinforce and revisit key methods and vocabulary. Encourage precise use of mathematical language and provide lots of opportunities to reason and explain using visual prompts where necessary. Ensure multi step tasks are delivered in chunks. Translation of key vocabulary into native language (if required as child is fluent in native language).
SEMH	Sensory – Visual	Sensory – Hearing
Be mindful of any trigger points for specific children and how this may impact upon their learning. Sensory/ movement breaks when needed Consistent and clear expectations of behaviour for learning and outcomes. Organised classroom and resources Careful consideration of seating, partners and groupings. Keep instructions positive, clear and present in a calm manner.	Print resources on buff or coloured paper. Use verbal explanations when modelling/ explaining to the class. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Eliminate unnecessary copying from the board.	Use lots of visual and concrete resources to explain key concepts. Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions. Divide listening time into small chunks. Allow ample thinking and talking time.
Motor Skills		
Consider alternative methods of recording. Use of technology to support learning. Set achievable outcomes for recorded work in lessons. Give instructions in short chunks, checking back understanding of tasks with pupils.		