



INSPIRE Curriculum Support for SEND: **Mathematics**

In **Mathematics** children with SEND are supported by quality first teaching using a range of strategies from our Thrive Teaching Toolkit and Walkthrus. We believe that all children are entitled to an education which meets their individual needs and our curriculum is differentiated to ensure all children make progress and learn more. Specific strategies are used in **Mathematics** lessons to support children with SEND as detailed below.

<p>Physical and Sensory Needs</p> <p>Give as many first hand 'real' multi-sensory experiences as possible</p> <p>Allow more thinking and talking time</p> <p>Model and teach careful listening along with signals when careful listening is required</p> <p>Repeat contributions from other children – their voices may be softer and speech more unclear</p> <p>Divide listening time into short chunks</p> <p>Key words on board to focus introduction and conclusion</p>	<p>Social and Emotional Needs</p> <p>Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources</p> <p>Communicate in a calm, clear manner</p> <p>Transition from whole class work to independent or group work is taught, clearly signalled and actively managed</p> <p>Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.</p>
<p>Cognition and Learning</p> <p>Pupils encouraged to explain what they have to do to check understanding</p> <p>Links to prior learning explicitly made</p> <p>Key learning points are reviewed at appropriate times during and at the end of the lesson</p> <p>Resources are available in the toolkits for children to access</p> <p>Pre-teaching of mathematical vocabulary</p>	<p>Communication and Interaction</p> <p>Delivery of information slowed down with time given to allow processing</p> <p>Pupils are encouraged – and shown – how to seek clarification</p> <p>TA's used effectively to explain and support pupils to ask and answer questions</p> <p>Think, pair, share is used to encourage responses</p>



Maths

Ensure key learning points are reviewed regularly throughout the lesson

Present tasks in a meaningful context

Ensure that multi-step tasks are supported by jottings and model this

Give contexts for pupils to apply their learning

Don't rush into abstract and formal written work before understanding is secure

Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts

Give access to a wide range of practical resources

Different coloured pens for hundreds, tens, ones etc

Provide talking partner for pupils to share/ explain their mathematical thinking

Make close observations of pupil to fully understand the mathematical strategies being used to solve the problems- get them to talk through what they are doing.