

Send in my subject area: Maths

What is in place and needs to be place in your subject area for teaching that subject to pupils with SEND?

C&L		C&I	
Subject challenges for pupils with SEND	Provision for SEND	Subject challenges for pupils with SEND	Provision for SEND
<ol style="list-style-type: none"> 1. Difficulty with 'number sense' 2. Memory and retention issues 3. Working memory and cognitive load (holding information while completing a process) 4. Processing speed 5. Understanding mathematical language 6. Abstract thinking and conceptual understanding 7. Problem solving and reasoning 	<p>Pinny time – Regular speed-sessions using subitising cards/images.</p> <p>Frequent reinforcement and practise in various contexts</p> <p>New material in small steps; visual representations are available to reduce cognitive load</p> <p>Multi-sensory approaches</p> <p>Concrete to abstract progression and regular cycling to reinforce</p> <p>Scaffolded learning (small steps, worked examples)</p>	<ol style="list-style-type: none"> 1. Partner/group work 2. Understanding mathematical language (especially word problems) 3. Delayed language processing and difficulties expressing understanding 4. Difficulty with abstract concepts 	<p>Simplifying and breaking down instructions</p> <p>Provide models for partner / group work</p> <p>Visual supports – bridge the gap between verbal language and mathematical concepts</p> <p>Repetition and reinforcement (vocabulary, concepts and instructions)</p> <p>Pre-teaching vocabulary</p> <p>Reducing language load - simplifying language used in word problems and removing unnecessary text</p> <p>Explicit teaching of subject-specific language and wording used in test papers</p>
Physical and Sensory		Social, Emotional and Mental Health	
Subject challenges for pupils with SEND	Provision for SEND	Subject challenges for pupils with SEND	Provision for SEND
<ol style="list-style-type: none"> 1. Fine motor skills difficulties 2. Overstimulation/difficulty with tactile or visual materials (SPD) 	<p>Differentiated instruction</p> <p>Clear, concise instruction</p> <p>Scaffolded recording of learning, including alternative ways of recording</p> <p>Options of materials to use to support sensory needs</p>	<ol style="list-style-type: none"> 1. Attention and focus 2. Anxiety and low confidence 3. Emotional dysregulation 4. Executive functioning difficulties 5. Cognitive overload 	<p>Modelling of Growth Mindset language</p> <p>Explicit teaching of vocabulary</p> <p>Breaking down tasks</p> <p>Flexible pacing</p> <p>Regular brain breaks/movement breaks</p> <p>Shorter activities including games and matching activities</p>