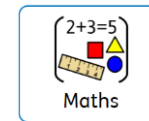




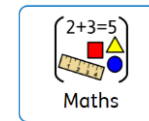
*Proudly and joyfully, we love, live and learn as God's children*



**SEND in my subject area: Maths**

**What is in place in your subject area for teaching that subject to children with SEND**

<b>Cognition and Learning</b>		<b>Communication and Interaction</b>	
<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Use of concrete objects to support the understanding of concepts.</p> <p>Use of simplified visual activities to support children's understanding.</p> <p>Use of simplified resources. Potentially additional support during lessons.</p> <p>Adapt the resources to provide scaffolding to support the completion of activities.</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Use of now and next boards to sequence the learning.</p> <p>Pre-teach topic specific vocabulary</p>	<p>Language difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p>	<p>Pre-tutoring of key subject specific vocabulary.</p> <p>Use of widgeit images for visual.</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through accessible low stakes assessment/ quizzing each week.</p> <p>Simplified step by step instructions.</p>
<b>Physical and sensory</b>		<b>Social Emotional and Mental Health</b>	



Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with sensory impairments may find it difficult to handle/ manipulate concrete objects</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Children may find certain lessons are too sensory stimulating – where the use of water is involved or the lesson may be louder than usual if all children.</p>	<p>Teacher / TA support for children during lessons to access resources.</p> <p>Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning.</p> <p>Provide quieter working areas.</p> <p>Use of ear defenders</p> <p>Ensure that you are aware of sensory triggers for individual children foresee any possible upset.</p> <p>Make necessary adaptations to avoid these.</p>	<p>If children believe they cannot be successful in class they may become frustrated and withdraw.</p>	<p>Adapt lessons appropriately with clear instruction, scaffolding and use of visuals accordingly, to ensure lessons are accessible.</p> <p>Where the barrier is writing, provide cutting/ sticking activities, group work with a scribe or record children's responses and create a QR code.</p>

**Non Negotiables that need to be in place in all lessons/classrooms when teaching.**

1. Visual imagery to support the understanding – Widgit, support mats
2. Adapted resources to make learning accessible.
3. Language rich display to support vocabulary development and spelling
4. Concrete resources and pictorial representations.