



Springwell Park
Primary School

Support SEND Pupils in Mathematics



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Barriers to Mathematics	High Quality Teaching Strategies	Support 'additional to' or 'different'
Difficulties recalling times tables to aid calculation.	<p>Play times table games, sing times table songs where short spells are time are available e.g. lining up for lunch time.</p> <p>Visual supports in the classrooms. Times tables chart/word mats.</p> <p>Use short time opportunities in the day to rehearse e.g. when lining up, at the end of the day.</p> <p>Repeat associated number facts e.g. division facts.</p> <p>Use 101 maths- times table timed challenges online</p> <p>Use of times table rockstars for specific children e.g. during basic skills time.</p> <p>Limit times table rockstars to one single times table be less overwhelming for some pupils.</p>	<p>Precision Teaching – focus on one times table at a time and revisit, assess and review daily.</p> <p>Multi-sensory pre-teaching where adult is available – use of games, songs, actions – focus on the times table needed within the next lesson. Limit the facts within the times table as required.</p> <p>Create a times table book as a reference point within lessons for specific pupils.</p> <p>Tailor homework to focus on timetables.</p>
Difficulties learning and retaining new concepts.	<p>Encourage learners to make jottings/notes where able to revisit as a tool to support their independent work.</p> <p>Provide parents with a 'how to' guide when sending homework. - worked examples.</p> <p>Success criteria provided for books as a reference point- 'how to' guide.</p> <p>Use on concrete resources / apparatus to represent visually (Maths bot- on screen manipulatives) (Maths miracle website – basic skills revision)</p> <p>Practice fluency or new concepts outside the maths lesson e.g. during science learning, dates in history</p> <p>Build on successful prior learning – show what pupils already know first and then build upon this with new learning example to connect ideas.</p> <p>Create a warm up to the maths lesson</p>	<p>Consider pre-teaching prior to a new concept.</p> <p>Consider revisiting a concept with an individual or group of children at another time to reinforce new ideas.</p> <p>Provide worked examples as a reference point to refer to. E.g Maths working wall</p> <p>Tailor homework for individuals to repeat and reinforce a challenging concept.</p> <p>Provide a video tutorial on an ipad for pupils to refer back to when tackling more challenging concepts. 'How to' guide.</p>

	<p>using a skills which may be needed within the lesson to rehearse e.g. when dividing by 7 in a lesson rehearse the 7 times table at the start of the lesson.</p>	
<p>Difficulties understanding or interpreting mathematical language (including vocabulary with the same meaning such as 'add', 'plus')</p>	<p>When asking questions verbally repeat using a different phrase e.g. How many in total? How many altogether?</p> <p>Use of a working wall or alternative visual support to display new vocabulary as a reference point.</p> <p>Use of Stem sentences.</p> <p>Use the 'say and repeat' method e.g. model the sentence, pupil says it back to check understanding.</p> <p>Use of mnemonics, rhymes, actions phrases to help with recall.</p> <p>Provide 'on the spot' feedback tailored to individuals to help move them forwards.</p>	<p>Word mats for individuals.</p> <p>Pre-teaching of key vocabulary and its definition.</p>
<p>Difficulties interpreting questions written in a different form e.g. a worded problem</p>	<p>Create questions tailored to the learners interests to encourage engagement.</p> <p>Consider pupils pairings – can one able pupil read the question to another to help with understanding.</p> <p>Consistent use of Stem sentences.</p> <p>Use the 'say and repeat' method e.g. model the sentence, pupil says it back to check understanding.</p> <p>Consider worksheet presentation – reduce the amount of questions or consider chunking into smaller sections so pupils are not overwhelmed.</p>	<p>Highlight key words of reference within the question to help pupils understand the important information.</p> <p>Create a picture or image representation alongside the written questions to help with conceptual understanding.</p> <p>Adult support where applicable to read the question to the pupil.</p> <p>Record questions verbally to play to pupils or use ipad tool 'text to speech' for pupils to have question read aloud using technology.</p>
<p>Difficulties using mathematics equipment or drawing mathematics diagrams e.g. rules, protractors, graphs</p>	<p>Provide paper with larger squares if required.</p> <p>Scaffold graph/table drawings e.g. provide the labelled axis in advance, provide a labelled table.</p> <p>Use of on-screen manipulatives to demonstrate.</p>	<p>Pre-teaching of equipment to enable confidence in the lesson.</p> <p>Adult support where available.</p> <p>Consider revisiting a concept with an individual or group of children at another time to reinforce new ideas.</p>