Bank End Primary Academy
The best in everyone™
Part of United Learning

SEND provision in Maths

Cognition and Learning		Communication and Interaction	
Learning Challenges	**Provision**	**Learning Challenges**	**Provision**
• Poor working memory – difficult recalling key events and details about the text. • Difficult sequencing. • Slow processing speed. • Accessing written work in Maths.	• The curriculum has been split into small steps (Using WRM as a framework) which means that learning has been split into small, manageable chunks. The teaching sequence well structured. This makes the content accessible for everyone. • Pre and Post teaching means that most children, including SEND, can access the lessons. The expectation is that all children progress through the same topics at broadly the same pace. • We use the CPA model to support and extend learning. This means that children who take longer to grasp concepts have access to concrete and pictorial representations before they work on abstract concepts. SEND children have access to learning packs which contain resources they may need e.g. 100 square, base 10 apparatus and Numicon. • Regular recall sessions at the beginning of each maths lesson and outside, for children to recap previous learning. • SEN children are supported during independent task and have adapted worksheets that focus on their A2E SEN toolkit target.	• Understanding of new Maths unit • New vocabulary across a range of Maths units. • Lack of maths fluency. • Auditory processing difficulties.	• Pre-teach the vocabulary and representations before the lesson. • Key vocabulary is taught in meaningful contexts to build understanding. This is displayed on working walls in text and visual forms. • The working walls display worked examples, concrete and pictorial representations and challenges which can be used to support children's learning. The children can use them for reference in their lessons. And provide a useful reminder of work that has been covered. • All classes have manipulatives in their caddies, which are stored in a way which means that children can gain access as required. • Use of Widgit to provide visuals and support understanding and memory of subject specific vocabulary. • Repetition of key learning. • Use of sentence stems to help develop sentences to explain mathematical thinking/reasoning. • Use of 'no hands up' so all children are encouraged to have a go rather than feeling pressure from waiting for a turn. • Children to use manipulatives to communicate their ideas if unable to verbally or written. • Use of ICT to record pupils thinking and understanding verbally.
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	**Provision**	**Learning Challenge**	**Provision**
• Difficulty using manipulatives • Visual Impairment.	• Multisensory strategies used, e.g., wide range of manipulatives and resources to support mathematical thinking. • Range of manipulatives that can be used to teach a variety of different mathematical concepts available. • Use of a ruler to track the question. • Highlighters to highlight key words / phrases / facts within a question. • Large print of questions and images used to show key concepts.	• Anxiety towards Maths • Difficulty understanding social concept towards Maths group work. • Difficultly understanding own emotions and those of others.	• Children to be aware of what will be happening in the lesson due to clear LI and SC. Children's learning to be supported using the CPA approaching throughout the whole lesson. • Children work in a range of different groupings e.g. mixed ability/ same ability/ friendship groups, Kagan and these vary depending on the tasks being undertaken. • Opportunities to be sorted by an adult throughout the lesson where needed. • Opportunities for pupils to support each other (collaborative learning). • Use of coloured overlays to relax the eyes during reading of key information, making the print clear.

SEND provision in Maths

Autism Spectrum Condition (ASC)
Speech, Language & Communication Needs (SLCN)

Communication & interaction

SPLD e.g. dyslexia
Severe learning difficulties
Moderate learning difficulties
Profound and multiple learning difficulties

Social, emotional and mental health difficulties

SEND
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Broad
Areas

Cognition & learning

Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Anxiety
Eating Disorders
Attention Deficit Disorder (ADD)
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)

Sensory & or physical needs

Visual impairment
Hearing impairment
Physical disability
Sensory processing
Multi-Sensory Impairment
Dyspraxia