

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: Mathematics

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Analysis of Maths data and discussions in Pupil Progress Meetings
- Discussions with class teachers, support staff and management team regarding IEPs and whether any further provisions are needed.
- Seating arrangements allow for clear visibility of the whiteboard and allows for peer or adult support.
- Furniture is suitable and modifications to seats or the inclusion of supports (such as raised boards) are thought of.
- Subject specific additional resources available: hand huggers, enlarged print
- Discussions with children
- Using tactile equipment/resources
- Children to be provided 'parallel activities' so that they can work towards the same lesson objective as their peers but in a slightly different way
- Resources are accessible and within reach of children-number lines, shapes etc
- Differentiated outcomes-e.g. pictures of work, scribed answers by an adult, verbal reasoning.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
Differentiated Success Criteria	Language used is clear and concise	Adult support in class	Pencil Grips to help aid number formation

<p>Suitable learning challenges</p> <p>Word banks</p> <p>Working in mixed groupings</p>	<p>Instructions are given clearly and reinforced visually, where necessary</p> <p>Adapted print size</p> <p>New mathematical vocabulary explained</p> <p>Adult support. 1:1 or small group work</p>	<p>Promoting self confidence, celebrating successes</p>	<p>Visual, tactile, auditory and kinaesthetic approaches used</p> <p>Use a wide range of mathematical representations</p> <p>Alternative written recordings</p> <p>Visual prompts</p>
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record work.
- Objectives are challenging yet achievable.
- KLIPs assessments updated throughout the year which are linked to the Programme of Study for each year group.
- Immediate engagements in lessons give opportunities for verbal problem solving and reasoning skills.
- Children self-assess at the end of each lesson next to the lesson's learning objective.
- Feedback is given in an appropriate form-verbally, in writing.
- Goals and objectives kept small and not too overwhelming.
- Children are aware of any specific and/or individual targets they have in mathematics. These are then worked on with an adult during the year and amended/updated where applicable.
- Children are to be involved in setting their targets.

Are we challenging SEND pupils in this subject?

- *Children access the curriculum alongside other children in their class. Along with tailored lesson objectives, all children are to be challenged.*
- *Intervention groups used to support and extend learning.*
- *1-1 adult (if applicable) used to support children.*

How do we help SEND pupils retain their knowledge?

- *Working Walls*
- *Progression of Learning Sequences from Lancashire Plans*
- *Repetition*
- *TA support*
- *Immediate engagement tasks*
- *Application of skills in different contexts*