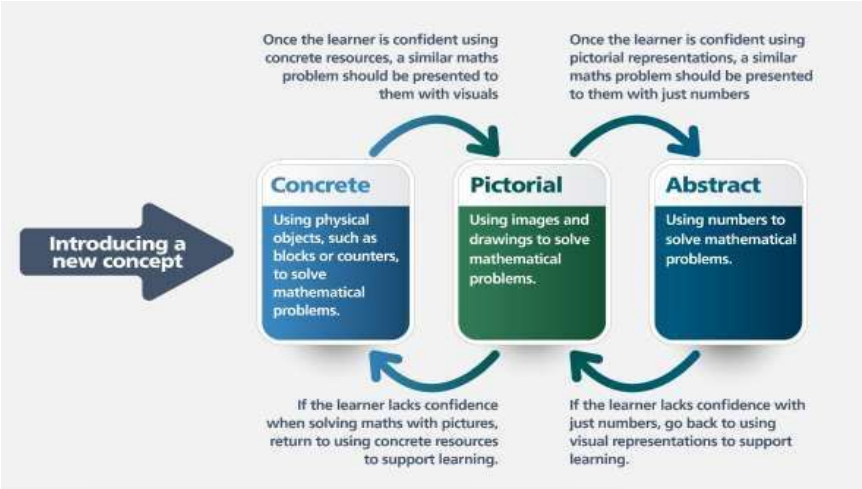
Maths

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In Math's adaptions may also include or be reflected through;

- Concrete, Pictorial, Abstract (CPA)

This method of teaching and learning uses objects and pictures to ensure a learner has understood an abstract mathematical concept.



- Learners can talk through their ideas with a teacher or a partner- scaffolding such as sentence frames, visual support and/or peer partners may be used to support this.
- Time to learn and become familiar with new vocabulary.
- New vocabulary linked with vocabulary and knowledge already known and displayed on the working wall.
- Pre or post teaching opportunities
- Use of visuals and actions can help to remind learners of the meaning of a word, or how it links to a mathematical symbol.
- Adult or pairing a learner with a confident peer to read the questions aloud to relieve the pressure of decoding the language.
- Some learners may benefit from 'drawing' the word problem, so that after a question is read, the learner has an image to refer to. This can enable a learner to 'see' the information they are missing, and decide what they need to work out, so that they can solve the word problem.
- Ensure worksheets are laid out clearly and learners are not overwhelmed with a page of questions. Some learners may require different resources, which could include plain paper or enlarged square paper, to access set work.
- Use intervention time to play games that consolidate a new or tricky concept with an adult.
- Have clearly laid out worked examples for these learners to refer to when working independently.
- Ensure tasks are scaffolded so that the learner can focus on the planned LI, for example prewrite information which is nonessential to the learning (date, learning intention), so the learner can focus directly on the skill being taught.
- Use representations learners are familiar with to transfer and connect similar ideas.
- Help learners to practise fluency outside of maths lessons.
- Use games as part of regular intervention, to practise basic number skills and help retain fluency facts.
- When modelling, encourage learners to make jottings, or copy each step out, onto a whiteboard at the same time
- Give learners a target number of questions to do – when working towards a goal, learners are more likely to be focused.

- Incorporate some questions which appeal to a learner's interests, for example making questions about a particular character they like.
- Mark learners' work in the moment, rather than at the end of the lesson.

For further guidance and information on creating inclusive math's lessons please refer to https://nasen.org.uk/page/nasenco