



How we adapt to support all learners in maths

	Here's how we will help.
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> • A non-confrontational approach will be used in every aspect of the maths lesson • Adult support during the initial [REDACTED] sessions where children are using whiteboards to record their answers • Verbal praise is given whenever necessary to help boost confidence and self esteem • Use of pictorial representations to support the learning taking place • We use concrete resources to support new mathematical concepts
<p>Anxiety</p>	<ul style="list-style-type: none"> • A trusting relationship will be nurtured between all adults in the classroom and the child • This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious • Giving feedback or answers is always a non-compulsory option during any maths lesson so that children are not 'put on the spot' or made to feel pressured or uncomfortable • Maths lessons are calm and quiet where children can focus on the learning taking place • If children feel overwhelmed by the classroom environment, they can use a quiet break out space
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • Visual timetables are used to support the organisation of the maths lesson • Visual cues/resources are used to support the child as necessary throughout the session • A learning space is provided that best suits the child • There is a consistent approach to the maths lesson with any changes discussed with the child beforehand





	<ul style="list-style-type: none"> • Suitable time limits will be given for all home learning for maths • Children can leave the maths session early to ensure there is time to move in and out of the classroom (break times, lunchtimes, toilet trips etc.) • Children can move around the classroom whenever necessary • When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment • Adults will ensure they are watching closely for signs of distress and provide a quiet, calm learning environment
<h2>Hearing Impairment</h2>	<ul style="list-style-type: none"> • A suitable working space will be agreed upon between the teacher and child in a safe, private conversation before the lesson • Adults within the classroom will ensure the child's hearing aid is turned on before the lesson begins • Adults will ensure they are facing the child when they are talking/giving instructions • Questions and any information given by peers will be repeated clearly to ensure the child has heard what their peers have asked/said • Children will be seated towards the front of the classroom to ensure they have a clear line of vision, especially during the input where the whiteboard will be the main focus
<h2>Toileting Issues</h2>	<ul style="list-style-type: none"> • Children will be able to leave and return to the classroom whenever necessary • A seating arrangement will be made so that the child can enter and leave the classroom discretely • All adults and children within the classroom environment will respect the child's privacy
<h2>Cognition and Learning Challenges</h2>	<ul style="list-style-type: none"> • Maths learning is naturally differentiated to meet the child's specific 'learning gaps' • This will ensure that the task being given to the child matches their individual academic needs • Concrete resources and visual representations will be given to the child to support any mental and written calculations needed • Self-checks can be used at each stage of a task so that children are aware of the tasks required of them and their achievement of reaching this • Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding

