

Maths
Supporting Children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Following instructions</p> <p>Retaining number skills</p> <p>Inability to understand mathematical concept</p>	<p>Printed step by step</p> <p>Pair with higher child</p> <p>Using visuals</p> <p>Use representations and manipulatives</p> <p>Vocabulary with visuals</p> <p>Checklist</p> <p>Visual aid</p> <p>Simple instructions</p> <p>Repeat instructions</p> <p>Peer collaboration</p> <p>TTRS</p> <p>Mastering Number approach</p> <p>Counting Collections</p>	<p>Difficulties in following multi step instructions</p> <p>Managing to access learning</p> <p>Struggling to access the beginning of the lesson</p>	<p>Visuals now and next picture</p> <p>Working with partner and sharing ideas</p> <p>Start at their starting point as part of the mastery journey</p> <p>Use pictures and representations and manipulatives to support.</p> <p>Work with adult target group.</p> <p>Mini plenaries to assess new learning and intervene where necessary.</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Fine motor skills – poor muscle memory. Poor number formation.</p> <p>Hearing impairment causes concept to not be heard correctly.</p> <p>Speech delay or delay in understanding of concept</p> <p>Dyslexia/Dyscalculia</p>	<p>Physical literacy</p> <p>Dough disco</p> <p>Tweezers work etc to develop fine motor skills.</p> <p>Visual stress test.</p> <p>Visual support for concepts.</p> <p>Manipulative resources to support.</p>	<p>Low self esteem</p> <p>Low resilience</p> <p>Poor concentration skills</p>	<p>Small steps to success</p> <p>Reminders on the table and in books</p> <p>Visual reminders</p> <p>Paired work with a more able child</p> <p>Brain breaks</p> <p>Calming music</p> <p>Regular emotional check ins</p> <p>Sensory activity</p>