

Universal Offer

~ Adaptive teaching and flexible groupings ~ Five mathematics sessions weekly ~ White Rose small steps to be used for whole school curriculum planning ~ A clear calculation policy is adhered to for children in EYFS – Y6 ~ visual images for those with short term and working memory difficulties ~ Flipcharts/ PowerPoints on non-white backgrounds, Universal Sassoon Primary Font ~ mix of independent and collaborative tasks ~ Calm, well-ventilated learning environment ~ Use of visuals when learning new vocabulary ~ MTTT to practise key concepts ~ Explicit links between previous learning and existing knowledge (CYS...last week, last month, last year?) ~ Range of manipulatives available at all times (such as rekenrek, double-sided counters, 10 frame, numicon) ~ working wall to be current and include non negotiables to support learning ~ Use of visuals and actions can help to remind learners of the meaning of a word, or how it links to a mathematical symbol. ~ Processing time given & key words emphasised ~ Repeated, clear and manageable instructions ~ Instant hot-marking/verbal feedback during the lesson ~ ~Adults say what they mean (avoid sarcasm, abstract vocabulary etc.) ~Knowing the child (eg seating arrangements, dominant hand adaptive resources such as scissors ergonomic pencil grips, manipulatives and subject specific resources) ~ Sensitivity to children's lived experiences ~ Use of familiar school font (SassoonCRInfant in font 12 or larger) ~ IWB pastel shades (not too visually stimulating/busy with words, numbers and diagrams) ~ Careful consideration of length of activities ~ Promotion of 'Perfect Presentation' ~ Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, ~ Well-organised and uncluttered working space including meaningful displays

Targeted Offer

~ Individual task plan ~ Timers ~ Colour specific overlay rulers ~ Calm Boxes ~ Lap pad ~ Chewlery ~ Bean bags ~ Specialist chairs (where recommended by OT/physio) ~ Sloped writing aids ~ Fidget toys ~ Ear defenders ~ Wobble cushions ~ Timers ~ LO/Date prepared/written by adult ~ Individual writing scaffolds (enlarged where necessary) ~ Adults to be explicit with amount of work to be completed/ and expectation of outcome. ~ SEND Support Plan ~ One Page Profile ~ Before a concept is introduced to the whole class, take time to familiarise chosen learners with new vocabulary and its meaning ~Use intervention time to play games that consolidate a new or tricky concept with an adult ~ Use games as part of regular intervention, to practise basic number skills and help retain fluency facts. ~ Some learners may benefit from 'drawing' the word problem, so that after a question is read, the learner has an image to refer to ~ Some learners may require different resources, which could include plain paper or enlarged square paper, to access set work ~ keep worksheets clear of clutter ~

Individualised Offer

~ Share planning with 1:1 staff prior to the lesson ~ Mirroring technology from IWB to IPAD ~ Assistive technology to record (IPADs, laptop, PODD Boards etc.) ~1:1 adult scribe/cut out ~ sensory and brain breaks ~ Ability appropriate curriculum using the White Rose small steps.

Mathematics

Graduated response to SEND and children not working at age related expectations (ARE)



Our children ...

- *Are confident and able to achieve their goals.*
- *Have their voice heard and acted upon.*
- *Enjoy good health and wellbeing.*
- *Feel safe.*
- *Feel part of our local community.*
- *Are happy and have people they can trust.*
- *Know the people who love them and care for them are enabled to do this.*