

Adaptions for Vulnerable Pupils – Maths

Teachers will;

- **Set high expectations for every pupil to teach them the full curriculum, whatever their prior attainment.**
- **Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.**

(From Upper Nidderdale Primary Federation SEND Policy – Sep 2022)

- ❖ **Teachers will adapt the way that pupils will record their work, after the same high-quality input. Examples of alternative ways of presenting independent work – audio recording, video, photographs, adult acting as scribe, word processing and providing scaffolded responses.**
- ❖ **Staff will use pre-teaching as a way of 'levelling the playing field.' Plan short bursts of exposure to new vocabulary that will be needed in future lessons.**
- ❖ **Children will have free access to resources to support counting, this includes use of numicon and rekenreks. This will allow 1-1 correspondence to develop.**
- ❖ **Pupils will have access to different prompts, including place value charts, number lines, 100 squares and multiplication facts.**
- ❖ **Automaticity in number facts is developed through kinaesthetic approaches including BBC super movers and visually through numbots. Key facts are over learnt.**
- ❖ **Staff will provide individuals with appropriate calculation strategies depending on year group to help arithmetic.**
- ❖ **Some pupils may need modified maths equipment. In particular, some may need access to tactile and other specialist equipment for work relating to shape, space and measures, to overcome difficulties in managing visual information.**
- ❖ **Prepare resources – eg preprepared grids for recording information can be helpful for some pupils**
- ❖ **Plan to teach new vocabulary explicitly. Make sure that pre-tutoring on mathematical vocabulary is available for pupils who need it.**
- ❖ **Discussing mathematical errors/ misconceptions prevents pupils becoming inhibited by fear of making mistakes.**