



Suggested Curriculum Adaptations for SEND Pupils

Below are a range of strategies that are currently used in class to support SEND pupils as part of a Quality First Teaching Approach

<p>Maths</p>	<p>Consider cognitive overload. Reduce the number of steps being used in some methods, for example, no exchange when adding.</p> <p>Provide scaffolded methods in packs for pupils to write on. Smaller versions of these can be stuck in books.</p> <p>Consider prior attainment and adjust lessons accordingly.</p> <p>Provide clearly laid out examples on the board for pupils to refer back to when working independently.</p> <p>Consider allowing pupils to use concrete/pictorial representations for longer.</p> <p>Provide opportunities to talk in lessons and allow pupils to provide verbal answers for reasoning questions.</p> <p>Include vocabulary on slides and displays and explain the meaning.</p> <p>Write key learning onto displays for pupils to refer to.</p> <p>Pre/post learning interventions are used to allow pupils to access the main teaching session.</p> <p>Fluency practice to address gaps.</p> <p>Use of pictorial and concrete methods are available to all and support for teachers on how to use these are found on the calculation policies.</p> <p>Displays provide visual and procedural reminders for pupils to refer to.</p>
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Use stem sentences and verbal reasoning answers for support.

Break learning down into smaller steps to help pupils access new areas.

Use simpler/smaller numbers to allow pupils to focus on the method.

Allow group work to support pupils.

Use of visuals linked to the vocab.

Read worded questions aloud.

Allow pupils to give pictorial representations when completing problem solving questions.

Practise fluency skills by adapting arithmetic questions.

Use open ended questions with multiple answers when providing reasoning or problem-solving questions.