



Barriers to Learning	Communication and Interaction <i>Including ASD &amp; SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD; MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	Social, Emotional and Mental Health <i>Including ADHD</i>
<ul style="list-style-type: none"> <li>• Slow processing</li> <li>• Poor critical thinking skills</li> <li>• Poor retention – failure to see links between topics</li> <li>• Reluctance to contribute</li> <li>• Poor communication skills</li> <li>• Reduced fine motor skills</li> <li>• Struggles to sit still for extended periods</li> <li>• Classroom layout</li> <li>• Societal acceptance that it is ok to be bad at maths</li> <li>• Slowness to settle</li> <li>• Lack of resilience</li> <li>• Lack of subject specific equipment – especially calculators</li> <li>• Poor reading skills for problem solving questions – deciphering keywords</li> </ul>	<p><b>Quality First Teaching</b></p> <p>Keywords emphasised by staff</p> <p>Consistent use of mathematical language</p> <p>Whiteboards used to check understanding</p> <p>Paired work, group discussions or independent learning</p> <p>Clear objectives (White rose maths small steps)</p>	<p><b>Quality First Teaching</b></p> <p>Role modelling of key concepts</p> <p>Support scheme of learning within White rose maths</p> <p>Access to different coloured paper/overlays</p> <p>Explicit instruction approach to teaching new concepts</p> <p>Opportunities for consolidation built into each lesson</p> <p>Structured feedback following assessments using QLA sheets</p>	<p><b>Quality First Teaching</b></p> <p>Mastery uses manipulatives to help kinaesthetic learning</p> <p>Coloured pens used for lessons</p> <p>Consideration of seating within classroom</p> <p>Tarsia/treasure hunts used</p> <p>Printed materials provided in required fonts/sizes</p>	<p><b>Quality First Teaching</b></p> <p>Predictable and consistent classroom routines</p> <p>Clear and predictable behaviour expectations</p> <p>Ongoing consideration of seating plans</p> <p>Open communication encouraged</p> <p>Restorative approaches to conflict resolution within the learning environment</p> <p>Pre-warning of change where possible</p> <p>Curriculum mapping clear and accessible</p> <p>Pre warning of upcoming difficult content</p> <p>Pre-warning of upcoming assessments</p>

## Opportunities for success

- Some SEND students have the opportunity to succeed in maths when they would not in another subject
- Less long written solutions
- Students who have low reading ability may find maths questions easier to access
- No long discussions can help students with poor communication skills
- Whiteboards provide instant feedback with very little writing and quick feedback
- No SPAG requirements
- Instant maths feedback through online homework
- Regular assessments show performance –

with easy to see feedback				
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