



### Adaptive Teaching for Children with SEND at Lower Halstow (maths)

#### Implications for Teaching and Learning in Maths

As a general principle, we maintain high expectations of all children. It should not be assumed that children on the SEND register are less capable of achieving the expected standard in any curriculum area. However, teachers should consider the following reasonable adjustments in order to ensure that all children are able to access the content of this curriculum area as, 'All children have a right to an education' Article 28.

Area of Need	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Adaptive Teaching Techniques to Consider:	Clear end points Clear expectations Modelling and explanations clarity Careful pairings Own resources where appropriate Word/definition bank Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instructions Worked examples, modelled and recorded clearly Clear worked examples Graphic organisers Over learning opportunities Well considered transitions Computer/iPad access Visual support Allow processing time.	Support spoken word with Makaton Opportunities for pre-teaching Child to have clear view of teacher's face to aid communication Clear end points Clear expectations Modelling and explanations clarity Careful pairings Own resources where appropriate Word/definition bank Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instructions Worked examples, modelled and recorded clearly Visual support Allow processing time.	Alternative ways to record Adapted equipment Written/visual instructions Clear worked examples Opportunities for pre-teaching Graphic organisers Over learning opportunities Well considered transitions Computer/iPad access Own set of equipment Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instruction Worked examples Noise defenders Sufficient quiet space Task board	Word/definition bank Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instructions Worked examples, modelled and recorded clearly Opportunities for pre-teaching Clear end points Clear expectations Modelling and explanations clarity Careful pairings Own resources where appropriate Own set of equipment Sufficient quiet space Well planned transitions – i.e. between carpet and desk Visual instruction Worked examples	Need: <u>Hearing</u> Pre-teaching Clear worked examples Learning spaces with good acoustics Vocab lists Position in the class Written/ visual instruction/ explanation signing training for staff <u>Optical</u> Enlarged resources Pre-teaching Larger squares in books Audio instructions Child to have clear view of teacher's face to aid communication External advice Worksheets photocopied on different coloured paper

	<p>Partner talk Sentence stems – open and closed questioning. Pre-teach of vocabulary Check back that any verbal input has been understood. Provide checklists or task boards Timers to structure tasks For assessment, share and explain marking criteria to support understanding of why work needs to be completed in a particular way.</p>	<p>Partner talk Sentence stems – open and closed questioning. Pre-teach of vocabulary Check back that any verbal input has been understood. Timers to structure tasks Provide alternative methods of recording – assistive technology For assessment, share and explain marking criteria to support understanding of why work needs to be completed in a particular way.</p>	<p>Well planned transitions – i.e. between carpet and desk Ear defenders Graphic organisers Visual instruction Worked examples Assessment through teaching Clear and simple instructions Give time before response to questioning Talk partners Differentiated resource – teach the curriculum appropriate to the child, not their chronological age. Small group and individual support. Plan opportunities for success and celebrate those successes. Working walls Opportunities for repetition and overlearning Movement/learning breaks</p>	<p>Noise defenders Routines and changes are communicated in advance. Fidget toys available Wobble cushions Talk partners Timers Clear structure and routine Calm corner/quiet zone Positive reinforcement</p>	<p>Photocopies created at an appropriate density <u>Physical</u> Alternative ways to record Adapted equipment Adapted furniture  Consider multisensory learning possibilities Ensure equipment is available Check in with learner regularly Fidget toys Wobble cushions Quiet/calm zones in classrooms Ear defenders available when completing work</p>
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