

Adaptive Teaching Strategies - Maths



Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in Mathematics.

Communication and Interaction

Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.

Consider recording instructions onto a voice recorder/iPad and giving to individual pupils to play back as required.

Key vocabulary is identified in planning and is emphasised throughout learning sessions.

Working Walls are used to reinforce and revisit key vocabulary.

Checklists/Task Lists/Task Planners and scaffolding formats are in place to help with organising work where necessary.

Model answers to questions to promote discussion using mathematical vocabulary.

Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.

Use of talk partners to approach problem solving and discuss strategies.

Multi-sensory approaches are used to support spoken language (visual prompts, concrete materials, whiteboards).

Consideration of sensory overload and cognitive overload - access to quiet, distraction free area as required. Work station in place (as required).

Teacher and support staff employ method of communication appropriate to need.

TAs are used effectively (where available) to explain language used and to help understand questions.

Cognition and Learning

Ensure key vocabulary is visible - knowledge organisers/working walls.

Repetition and revisiting of taught concepts to ensure secure knowledge - mini quizzes, fact recall, etc. Links to prior learning are explicitly made.

Make it visual - working walls focus on relevant key info, use of pictures, diagrams, bar models etc.

Teach the use of learning aids so pupil can use these independently. These could include: counters, place value charts, number lines etc.

Offer alternative methods of recording e.g. laptop, iPad voice recorder, whiteboard.

Range of coloured overlays available.

Adaptations for presentations (colour of background, printing out presentation, font).

Prepare learning objectives in SEN pupils' books prior to session (pre-write or use labels).

Using apps in lesson to support learning and knowledge where appropriate.

Using photographs and video to record work - iPad - group work tasks incorporated into lessons.

Read aloud questions and problems from the board to support learners who find reading difficult.

Prepare resources in advance eg pre-prepared grids or graph axes drawn out etc.

Social, Emotional and Mental Health

Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.

Provide access to sensory materials (e.g. fiddle toy) as appropriate.

Use positive approaches, identify pupil strengths and praise these.

Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.

Be mindful of trigger points for specific children and how this may impact upon their learning.

Ensure resources for task are readily available.

Incorporate tasks which allow movement/sensory movement breaks into daily planning.

Use a visual timer to extend time on task/to measure time on task.

Using specific areas of interest or give a role of responsibility to raise self-esteem.

Allow to doodle/make notes/mind maps when listening.

Transition times are carefully managed, with rules explained and practiced.

Language of choice (two choices given)

Chunking of learning

Use of visuals and Checklists

Kinaesthetic approaches

Physical and/or Sensory

Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.

Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.

Use of wobble cushion.

Ensure pupil is seated in the most appropriate position taking into account the child's specific need.

Visual

Adapted books (bold lines)

Print resources on coloured paper

Enlarge examples/text, ensuring quality of original document is not compromised

Ensure pupils have their own copy of worksheets.

When explaining to the class, reading aloud as you write on the board

Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc

Intersperse spells of visual activity with less demanding tasks.

Offer a range of writing materials so the pupil can choose the most appropriate to support their vision

Hearing

Make sure adult's face is always clearly visible and that everybody in the group can be seen .

Subtitles should be switched on when watching videos

Use of audio books.

Use lots of visual and concrete resources to explain key concepts

Check for understanding to avoid misconceptions

Gain pupil's attention before giving important information

Keep background noise to a minimum

If required, consider slowing speech rate a little, keeping natural fluency.

Repeat contributions from other children as their voices may be unclear.

Divide listening time into short chunks (when possible)

Key words are written on board to provide focus to vocabulary used in introduction and conclusion

Physical

Use of writing slope.

Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.

Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.

Use alternative methods of recording where appropriate.