

## Inclusion Support Strategies for the Curriculum - Mathematics

Cognition and Learning:	
Learning Challenge:	Provision:
Difficulty understanding the task and expectations.	<ul style="list-style-type: none"> <li>• Ensure that learning activities are broken down into small steps and are clearly focused.</li> <li>• Use visual and concrete materials to aid understanding.</li> <li>• Keep language simple and familiar in guided group work.</li> <li>• Keep instructions short and concise.</li> <li>• Ask children to repeat instructions in order to clarify understanding.</li> <li>• Provide alternative methods of recording eg. labeled pictures, diagrams, flow charts.</li> <li>• Ensure repetition and reinforcement within a variety of contexts.</li> <li>• Allow extra time to complete a task.</li> <li>• Modify expectations for outcomes.</li> </ul>
Understanding the mathematical concept.	<ul style="list-style-type: none"> <li>• Use the concrete resources at all times to demonstrate the concept.</li> <li>• Model how this relates to the recording.</li> <li>• Reinforce vocabulary consistently.</li> </ul>

Communication and Interaction:	
Learning Challenge:	Provision:
Struggling to work with a group or partner.	<ul style="list-style-type: none"> <li>• Keep instructions short and clear.</li> <li>• Use symbols and pictures to support understanding.</li> <li>• Choose partners carefully.</li> </ul>
Struggling to understand the instructions.	<ul style="list-style-type: none"> <li>• Make the instructions step by step.</li> <li>• Teacher or adult to clearly model each step.</li> </ul>
Refusing to engage in the learning.	<ul style="list-style-type: none"> <li>• Adapt to more kinaesthetic ways of learning, e.g. going outside, using chalk on playground, hopping on numbers, etc.</li> <li>• Reinforce using fingers for counting.</li> </ul>

### Social, Emotional, Mental Health:

Learning Challenge:	Provision:
<p>Challenging behaviour in lessons, not focusing and finding too many distractions with equipment.</p>	<ul style="list-style-type: none"> <li>• Break the task into manageable steps.</li> <li>• Consider the best way to present instructions, e.g. some pupils prefer diagrams, others a checklist.</li> <li>• Use ICT.</li> <li>• Consider best pupil groupings and level of supervision.</li> </ul>
<p>Lack of focus on the task and becoming easily distracted.</p>	<ul style="list-style-type: none"> <li>• Use alternative resources.</li> <li>• Use a now/next board or visual timetable.</li> </ul>

### Sensory and Physical:

Learning Challenge:	Provision:
<p>Sensory sensitivity.</p>	<ul style="list-style-type: none"> <li>• Have clearly labelled equipment.</li> <li>• Allow gloves if needed.</li> </ul>
<p>Physical disabilities.</p>	<ul style="list-style-type: none"> <li>• Allow extra time for any task that involves manipulating objects.</li> <li>• Use of specialist seating.</li> <li>• Adult support for movement around the class.</li> </ul>