



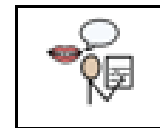
Inclusion in Mathematics



Children with learning difficulties

Inclusive practice:

- Concrete resources; Base Ten; Numicon; counters; bead strings; Cuisenaire rods; all practical access;
- Access to outdoor learning: ~~maths~~ opportunities – ~~partic~~. EYFS; outdoor 100 square; playground markings – snakes and ladders; long snake; hopscotch;
- Visual supports: tens frames; PV charts; renaming charts; 100 square;
- Working walls + success criteria outlined; Times tables on the stairs
- Children taught to use a ruler; taught to draw out tens and one
- ~~Maths~~ drills – consolidate number: revisit/ revise/ rehearse
- Much scaffolding.



Children with speech and language difficulties

Inclusive practice:

- Vocabulary mats for calculations for addition/ subtraction/ multiplication/ division: age appropriate
- Much talk used in classes: reasoning; justification; modelling by all
- Purposeful practice of rehearsed questions with different numbers used: over-learning and repetition to embed language and concepts;
- Songs and rhymes – counting songs used with many children across school; accompanied with props: Total Communication Approach; Makaton usage;
- ~~Maths~~ stories to develop language and comprehension;
- TEACCH approach for mathematics in some areas of school and with some children



Children with SEMH difficulties

Inclusive practice:

- Pre-teaching and targeted intervention to support children;
- Task plans and task boards for some individuals – to see expectations;
- Groupings/ paired work;
- Very clear break down of the steps needed to be followed;
- Answer-free zones reduces demands: say what the steps are;
- Opportunities for quieter areas to work when needed;
- Rest breaks;



Children with Physical and Sensory Needs

Inclusive practice:

- Sensory approaches for some children: drawing in sensory trays/ painting/ gluing/ playdough;
- Use of technology: Clicker 8 has pre-prepared ~~programmes~~ for consolidation;
- Apps and online ~~programmes~~ ~~Sumdog~~ etc;
- Prepared work on AAC technology;
- Enlarging of any resources for visual impairment;
- Different size of squared paper;
- Sharing of planning/ outcomes/ methods between c/t and LSA.