



Maths

	Hearing impairment	Visual impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by subject leader/ SENDCo/ class teacher	Difficulty hearing explanation/ instruction	Difficulty reading questions Difficulty seeing the modelled examples Tracking Difficulty reading questions, seeing shaded areas, seeing dashed lines	Difficulty recording and drawing Difficulty managing and using a range of resources to complete tasks	Amount of vocab Recalling methods Space between instruction and task	Noise and movement – overstimulation Sharing equipment Amount of vocab	Waiting and frustration Turn taking Maintaining attention Recording	Understanding of process, language Retention/ application of number knowledge to task Recording Vocabulary	Motivation Participation Team/partner work Sharing materials and 'air-time'
Solutions identified by subject leader/ SENDCo/ class teacher	Pre-teaching Clear worked examples Vocab lists Written/visual instruction/ explanation Signing training for staff Position in the class	Enlarged resources Larger squares in books Audio instructions External advice Worksheets photocopied on different coloured paper	Alternative ways to record Adapted equipment	Written/visual instructions Clear worked examples 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 Well-planned transitions – i.e. between carpet and desk Visual instruction Worked examples	Word/definition bank Sufficient quiet space Well-planned transitions – i.e. between carpet and desk Visual instructions Worked examples, modelled and recorded clearly	Clear endpoints Clear expectations Modelling and explanations Clarity Careful pairings Own resources where appropriate
<ul style="list-style-type: none"> • Clarity of instruction, explanations and modelling are crucial • Ensure that the most important aspect of learning is made clear – cognitive-load theory is relevant for all pupils with SEND both in terms of what pupils see and hear, and are expected to learn • For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons • Motivation is vital to bring about engagement – if it feels too hard or too easy, it will not be motivating 								

Please consult the SENDCo directly about identifying barriers and solutions for pupils with physical special needs, e.g. muscular dystrophy, cerebral palsy, chronic asthma and epilepsy