



Inclusion Support Strategies for the Curriculum – Maths

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

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

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



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