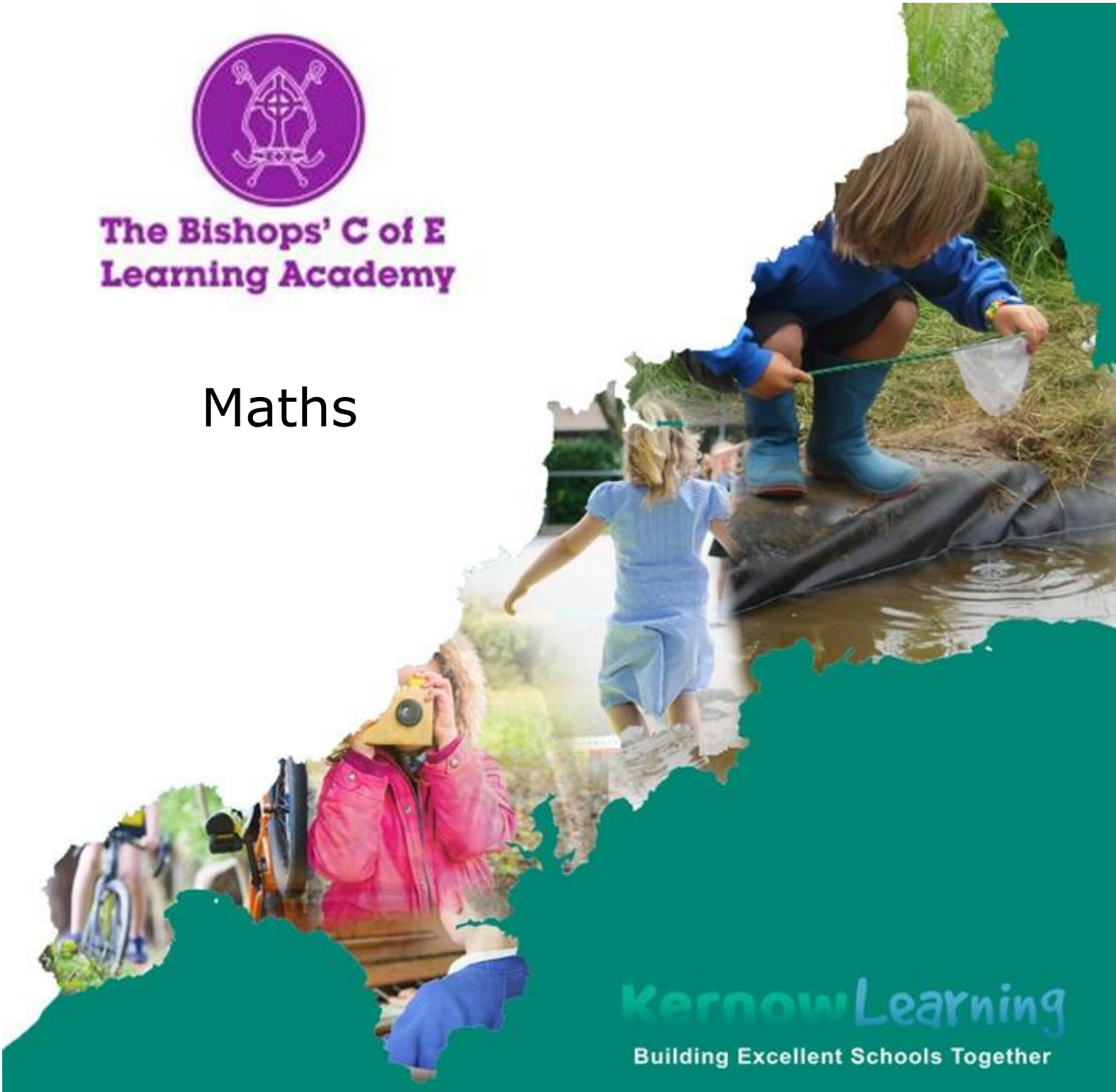
The Bishops' C of E Learning Academy

Maths



KernowLearning

Building Excellent Schools Together

Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

Specific Area of Need	Belong, believe, aspire, achieve
Communication and interaction	
Speech, language and communication needs (SLCN)	• Visual timetables, signs and symbols will be used to support communication within the maths lesson • Visual displays (maths working walls) will be used to support understanding of key information • Non-verbal clues will be used to back up what is being said • Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding • Adults will regularly check the child's understanding so that adults can identify any misconceptions or misunderstandings • Represent problems using images or ask an adult or peer to read the problem to / with them and clarify understanding before attempting to solve • Display and teach new vocabulary explicitly to overcome barrier of abstract nature of language. • Model abstract language with a representation (or manipulative if appropriate). • Display and repetition of sentence stems to model use of language.
Autism including Asperger's syndrome (ASD)	• Visual timetables are used to support the organisation of the maths lesson • Visual cues/resources are used to support the child as necessary throughout the session • A learning space is provided that best suits the child • There is a consistent approach to the maths lesson with any changes discussed with the child beforehand

	• Sensory breaks are given whenever necessary • Mathematical vocabulary is integrated into the lesson throughout, with visuals to support new language • Staff avoid asking specific or direct questions that focus on the child's mathematical understanding that may make them feel uncomfortable • Staff ensure that the child has a clear goal for what they are expected to achieve during the maths lesson • Learners with ASD may struggle with word problems and need adaptation because of the following difficulties: Organising the order of operations in multiple-step word problems; Holding information from one step while manipulating information from another step; Shifting from one piece of information to a second piece of information; Attending to the relevant information within the word problem; Focussing on unimportant information within the word problem. • Controlling the impulse to solve the first identified operation without understanding all steps involved. Problem solving: • Use contexts children can relate to • Have a clear toolkit to follow e.g. CUBES • Use visuals / representations • Draw pictures and make jottings to support sequence • Use of different colours to identify different steps
Tourette Syndrome	• Adults will listen and respond to the child with support and understanding • A structure will be provided (tick list) to support the learning taking place, this may be scaffolded and include the main elements needed to aid the child's attention • There will be understanding that the activity may not be completed
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	• Learning is tailored to meet the child's specific 'learning gaps' • This will ensure that the task being given to the child matches their individual academic needs • Concrete resources and visual representations will be given to the child to support any mental and written calculations needed • Self-checks can be used at each stage of a task so that children are aware of the tasks required of them and their achievement of reaching this • Key vocabulary and ideas will be addressed regularly throughout the maths lesson to check understanding
Dyslexia	• Information will be repeated clearly, varying the vocabulary used

	• SMART pages and PowerPoint slides will be simple and uncluttered with key information highlighted • Children may be provided with a 'work-buddy' during peer activities/opportunities • Different coloured paper can be provided for any written recordings • A text font size of 12 or above is used for any work sheets/PowerPoint presentations • Questions will be short with visual representations (diagrams, pictures, illustrations) to support • Data, charts and diagrams are clearly organised and structured • Specific clear, rounded and spaced out fonts are used on any writing within the lesson • Large spaces for working out will be provided under each question given on a work sheet or in a maths book
Dyspraxia (Developmental co-ordination disorder)	• A large learning space will be provided • Instructions can be written out for the child, using different colours for each line • Diagrams will be provided before labelling/editing • Children can leave the maths session early to ensure there is time to move in and out of the classroom (break times, lunchtimes, toilet trips etc.) • Children can move around the classroom whenever necessary • When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment Adults will ensure they are watching closely for signs of distress and provide a quiet, calm learning environment
Dyscalculia	• Concrete resources and manipulatives are always made available and are clearly, labelled and accessible • Adults will ensure children understand how to use these manipulatives to support the specific learning goal • If a slideshow is being shown, an individual laptop will be provided so the child can follow the presentation successfully • Key Skills sessions incorporate activities that specifically focus on recall and repeating areas of mathematics the children have already explored • Graph paper can be provided for written calculations (i.e. long division) • Rulers and highlighters will be used to visually support the drawing/organisation of written calculation methods • Peer and adult support will be built into the lesson throughout to support any corrections with recording dictated numbers/number formation • Peer teaching will be used as a great way of the child sharing new knowledge that has been learnt

Social, emotional and mental health difficulties	
Trauma	• The maths learning environment will be a calm, trusting place where children feel supported with their emotions at all times • Adults working with the child will be aware of any triggers and any ways to further support the child within the classroom There will be a consistent approach to expectations and behaviour that are based on positive praise
ADHD	• A non-confrontational approach will be used in every aspect of the maths lesson • Adult support during the key skills and Flashback 4 sessions where children are using whiteboards to record their answers • Verbal praise is given whenever necessary to help boost confidence and self-esteem • Use of pictorial representations to support the learning taking place We use concrete resources to support new mathematical concepts
Anxiety	• A trusting relationship will be nurtured between all adults in the classroom and the child. This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious • Giving feedback or answers is always a non-compulsory option during any maths lesson so that children are not 'put on the spot' or made to feel pressured or uncomfortable • Maths lessons are calm and quiet where children can focus on the learning taking place • If children feel overwhelmed by the classroom environment, they can use a quiet break out space
Sensory and/or physical needs	
Hearing impairment (HI)	• A suitable working space will be agreed upon between the teacher and child in a safe, private conversation before the lesson • Adults within the classroom will ensure the child's hearing aid is turned on before the lesson begins • Adults will ensure they are facing the child when they are talking/giving instructions • Questions and any information given by peers will be repeated clearly to ensure the child has heard what their peers have asked/said Children will be seated towards the front of the classroom to ensure they have a clear line of vision, especially during the input where the whiteboard will be the main focus
Visual impairment (VI) or Multi-sensory	• Anything that is being displayed (PowerPoint presentation, maths working wall) will be large and easily visible from anywhere in the classroom

impairment (MSI)	• Children will be able to 'take a break' from their maths learning whenever needed to ensure they are able to focus visually and avoid fatigue • Images and text within any printed work will be enlarged with the recommended font size • Children will be provided with a thicker and darker pencil to ensure their writing is clear • Children may be provided with a larger squared exercise book if preferred • Support learning with a range if manipulatives and concrete apparatus • Use of large print measuring devices – eg protractor • Talking calculators • Braille rulers • Consider use of fonts on IWB – ensure that numbers look distinct from each other Access to abacus for early counting activities
Physical Disability	• A large learning space may need to be provided • Use of visual aids and concrete resources e.g., real shapes or pictures • Instructions can be written out for the child • Diagrams or tables etc may be provided before labelling/editing • Children can leave the maths session early to ensure there is time to move in and out of the classroom (break times, lunchtimes, toilet trips etc.) • Children can move around the classroom whenever necessary • When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment • Books with larger squares may need to be provided or alternative forms of recording • Adapted equipment may be needed, e.g. special pens/pencils, rulers, scissors, protractors, pencil grips, writing slopes Pre-cut resources or support with scissors and stencils for shapes may be needed