



Subject Specific and Generic QFT Approaches – Maths

Although identified within the four broad areas of need, we acknowledge that a child may demonstrate difficulty across more than one area and that a variety of strategies may be used to create personalised programmes for children with SEND. We also acknowledge that QFT is beneficial to all children, not just those with SEND.

Our SEND vision: For all children and young people with special educational needs and disabilities to dream, believe and achieve.

Communication & Interaction

Potential Barriers to Learning

- Communication, speaking and listening difficulties
- Sensory overload
- Anxiety
- Focus/concentration difficulties
- Difficulty in explaining ideas

QFT Strategies/Reasonable Adjustments

- A variety of strategies for talk based activities such as paired talk, thinking time,
- I do, you do strategy – Ping Pong
- Paired learning with same ability
- Paired learning with different ability learner
- Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures.
- Sentence stems modelled explicitly and children repeat
- Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions.
- Provide learning breaks, sensory circuits, sensory breaks, movement breaks when required
- Access to a variety maths resource to support the CPA approach
- Use of visual timetables for children who require it
- Remove unnecessary resources when proving to be a distraction
- Plan learning opportunities outside
- Multi-sensory approach to enable 'sticky' learning
- Plan for any demonstration areas to be clearly laid out, uncluttered and give all pupils a clear view
- Be mindful of noise when using practical resources
- Children seated so that they have a clear view of the teacher and the board.



Cognition & Learning

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Retaining knowledge • Too reliant on TA/Teacher support • Dyscalculic tendencies • Difficulties with task completion • Need for processing time • Need for repetition and consolidation of key facts • Poor organisational skills • Difficulty in explaining ideas	• A variety of ways in which to record and demonstrate knowledge – show me • Set small challenges to do and return • Use number lines and squares to support in number recognition, formations and order. • Scaffolding and tailored support • Use of scaffolded task sheets • Provide lots of fluency opportunities • Access to a variety maths resource to support the CPA approach • Small steps learning • Use of thinking time, paired talk, no hands-up approach • Use of working wall and concrete resources • Providing opportunities for over-learning and multi-sensory approaches • Links to prior learning • Pre-teach used for additional input • Scaffolded/differentiated questioning • Use of practical resources • Avoid the need for copying lots of information. • When teaching, a variety of visual, tactile, auditory and kinaesthetic approaches are used • Alternatives to written recording are offered when appropriate eg drawing, jottings, showing with concrete resources. • Check pupils' understanding by inviting them to reformulate explanations in their own words or in other ways or showing. • Use a photographs to capture images to further support learning and understanding.



Social, Emotional and Mental Health

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Withdrawn, depressed behaviours • Difficulty with social interaction • Challenging or disruptive behaviour • Low confidence/self-esteem • Overwhelm • Some pupils e.g. with an autistic spectrum disorder (ASD) may have low awareness of danger. • Anxiety in unfamiliar situations	• Nurture provision where required • Opportunities for success and achievement built into the lesson • Encourage emotional literacy • Safe spaces provided in class • Reasonable adjustments offered – worry monsters/boxes, fidget toys, stress balls • Verbal reminders of potential hazards and how to stay safe • Make sure pupils are well prepared for visitors/ visits • Include photographs, videos etc so that pupils are not worried about unfamiliar situations.

Physical and/or Sensory

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Visual difficulties • Hearing difficulties • Specific physical disabilities	• Enlarged text, larger lines in book • Position in class - close to the board/teacher, back to the light, away from background noise, facing those talking • Accessibility ensured in classroom • Specific learning aids provided, such as desk mounts, specialised stationery • Access to IT equipment • Ensure correct seating and positioning