Cognition and Learning		Communication and Interaction	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining number bonds and multiplication facts.	Use of times tables grids, hundred squares practical examples of counting modelled clearly.	Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.
Poor knowledge of 1 to 1 correspondence.	Use of numicon, tens frames and rekenreks to help support number facts.	EAL pupils may find it difficult to access resources/learning	Use flash cards supported by visuals to allow the children to explain mathematical concepts.
Understanding of subject specific vocabulary	Draw particular attention to subject specific vocabulary.		Appropriate modelling to aid understanding.
Difficulty with comprehension and problem solving.	Teachers to have steps modelled and diagrams, methods already prepared to support pupils not becoming overloaded. This included using bar modelling to support teaching and learning.		Differentiated written resources can be supported by visuals and could be translated using word.

Sensory and Physical		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Fine motor skills/physical difficulties	Teacher to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require a pencil grip.	Maths anxiety	Relate mathematical concepts to everyday applications and other areas of the curriculum so pupils see how mathematics is relevant and how it can be applied – eg prepare questions where pupils can use their knowledge of the school or local area.
Children with a visual impairment may find it difficult to view text images	Ensure that font size used in resources matches to specific font size specified in the child's report provided by the Visual Impairment Team. Enlarge images to appropriate sizes to aid access. Avoid the need for copying lots of information - example notes on interactive whiteboards can be printed off for all pupils/TA support Use concrete or visual support for mathematical discussions whenever possible. Exploit the many forms of mathematical representation- eg pie charts , bead strings, number lines, bar charts, tiles – and the connections between them. ICT can	Difficulties with social skills may result in children finding group work challenging	Pre- teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non - dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aids such as ear defenders to reduce noise.

	enable pupils to switch quickly between different representations.		