



Scaffolding for Additional Needs – Maths

The importance of scaffolding for pupils with SEN

Scaffolding is widely considered to be an essential element for effective teaching, and all teachers use various forms of instructional scaffolding in their teaching. It is particularly useful for pupils with SEN for the following reasons:

1. It can enable them to access the same curriculum content as their peers.
2. Pupils are more likely to be able to learn independently.
3. It builds confidence and can reduce negative emotions and self-perceptions that pupils with SEN may experience.

For all children:

- Breaking tasks down into constituent components when first setting up independent practise
- Starting expositions at the point of pupils' current understanding
- Combining a verbal explanation with a relevant graphical one where appropriate
- Using concrete representation of abstract ideas
- Making the steps in a process memorable and ensuring pupils can recall them

<u>Strategy</u>	<u>How the strategy is used</u>
Talking partners	Children can rehearse ideas and get feedback and ideas from their peers.
Talking and listening	The adult will model the key language and stem sentences e.g. "I know it is a square because it has four equal sides"
Concrete resources	A CPA approach is flexibly used throughout the school during maths lessons. Children have access to a range of concrete resources which they can use to deepen their understanding of a concept. E.g. counter, numicon, tens frame. Images of these resources are also used on the IWB.
Scribing for the children	Some children can demonstrate their mathematical knowledge orally and asking them to write for themselves might put a barrier on the knowledge they can demonstrate.
Physical/practical activities	Lessons involve practical activities such as sorting, exploring, and using concrete resources. These activities support children's understanding and to work collaboratively with others.
Accessible/appropriate resources	Pencil grips, standing desks and wobble cushions are some of the resources that may be used in a maths lesson to make it accessible to all pupils
Maths Moments (daily)	Daily retrieval practise through Maths Moments reinforces the use of specific representations, star words (to build understanding of key vocabulary), sentence stems. Regularly revisiting core concepts so that children

	frequently practise key skills such as addition, subtraction, multiplication and division.
Changing/adapting questioning	Formative assessment is used to adapt questions to meet the needs of the children where appropriate. This may be for the whole class or individual children.
Timers	Timers can be used to support the whole class/small group/individual. They may be used to give children time to answer questions or to help them with focus and attention.
1:1 work, small group work, adult supervision	Small group and adult support are used to with the intention of enabling children to keep up and sometimes catch up. 1:1 is often used for children who are catching up to the curriculum being taught. This can occur in or outside of the classroom dependent on the child's needs.
WAGOLs and modelling	Activities are modelled for children to help scaffold their understanding. WAGOLs can be shown and created by staff or child to emphasise expectations and aid understanding.
Parallel activities	Where children cannot access the main class activity, they will be given parallel activities which mirror the learning done by the rest of the class at an appropriate level.
Explicit teaching of tricky concepts	Key word banks, explicit teaching of challenging concepts using clear and simple vocabulary, use of visuals and actions to help with understanding.
Learning stops	Used to check understanding and help keep children on task.

Article 29

I have the right to become the best
I can be.

