WATTON WESTFIELD INFANT & NURSERY

Inclusivity in Maths

Clarion Inclusive TRUST

English as an Additional Language (EAL)	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health (SEMH)	Physical and Sensory
• Use practical resources, visuals and gestures to support understanding. • Pre-teach and revisit key mathematical vocabulary. • Model mathematical language using simple sentences and sentence stems. • Give clear, concise instructions and allow additional processing time. • Provide opportunities to rehearse language with peers and adults. • Use demonstrations and practical activities to reduce reliance on spoken English. • Encourage children to show their understanding through actions, pointing or using resources. • Build on children's existing mathematical knowledge, including knowledge developed in their home language.	• Pre-teach and regularly revisit key mathematical vocabulary. • Use visuals, gestures and practical resources to support understanding. • Model mathematical language using simple sentences and sentence stems. • Give clear, concise instructions, supported by visual prompts where needed. • Allow additional processing time before expecting a response. • Provide opportunities to rehearse answers with a partner or adult. • Use questioning, modelling and repetition to develop understanding. • Offer alternative ways to communicate mathematical thinking, including pointing, showing and using resources.	• Break learning into small, manageable steps. • Use concrete resources such as counters, cubes, ten frames and number tracks. • Model new concepts clearly, using guided practice and scaffolding. • Revisit prior learning regularly to strengthen understanding and retention. • Use consistent visual representations to support mathematical understanding. • Provide additional time and opportunities for repetition and overlearning. • Adapt the level of support and challenge according to individual needs. • Identify and address misconceptions through targeted questioning. • Offer practical alternatives to written	• Establish predictable routines and a positive learning environment. • Break learning into small, manageable steps to build confidence. • Provide additional processing time and movement breaks where needed. • Use positive reinforcement to celebrate effort and progress. • Encourage children to take risks and recognise mistakes as part of learning. • Adapt activities to reflect children's interests and individual needs. • Offer practical and collaborative activities to encourage engagement. • Provide regular adult check-ins and reassurance where appropriate. • Use visual prompts and emotional regulation strategies to support participation.	• Provide accessible resources, including larger manipulatives and adapted equipment where needed. • Consider seating, positioning and accessibility within the learning environment. • Reduce sensory distractions and provide a calm working space where appropriate. • Use clear, uncluttered visual representations and resources. • Offer practical alternatives to written recording, such as using counters, number cards or verbal responses. • Allow additional time for handling resources and completing activities. • Adapt fine motor tasks to support children with physical difficulties. • Provide movement or sensory breaks where needed.

	• Use consistent routines and visual supports to reduce barriers to participation.	recording where appropriate. • Gradually reduce adult support to develop independence.	• Offer alternative ways to demonstrate understanding and reduce anxiety.	• Use visual, tactile and hands-on experiences to support understanding. • Encourage independence by adapting resources and the environment to meet individual needs.

These strategies are examples of how we adapt mathematics teaching to meet individual needs. Support is carefully selected according to each child's strengths, needs and stage of development.