



<p>Social Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Verbal praise to boost confidence and self-esteem. • Use of pictorial representations and concrete resources to support new mathematical concepts. • Trusting relationships are nurtured between all adults in the classroom and the children. • Adults are familiar with possible triggers and anxiety inducing scenarios. • Individual workstations used where appropriate. • Adults are trained in PACE techniques and approach all children from a place of curiosity. PACE - Playfulness, Acceptance, Curiosity, Empathy. • Task management boards are used to break down systems and concepts. • There is a consistent approach to expectations and behaviour which is based on positive praise. • The children are aware of a clear goal for what they are expected to achieve during the maths lesson. • Learning is broken down into manageable chunks.
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom. • Meaningful movement breaks are planned into lessons to avoid fatigue. • Images and texts with printed work will be enlarged where there is a visual impairment. • If children require exercise books with larger squares in Year 5 and 6, they will be provided. • Children who require one are given a toilet pass. • Consideration of the seating environment is dependent on the child's need. • Adults to check specialist equipment (eg hearing aids, cameras) prior to the lesson beginning. • Consideration given to where adults position themselves in the room when talking/giving instructions. • Repetition of information/questions where appropriate. • Task management boards used to clearly break down individual instructions. • Adults model use of equipment. • Adults are familiar with possible triggers and anxiety inducing scenarios. • Children are supported to find a safe space.