

SEND - Ambition and Access in Maths

Ambition – What are we aiming for children with SENs to achieve in this subject?

At St Monica's we follow a Teaching for Mastery approach and work closely with the Maths Hub to develop, refine and sustain best practice. A key aim of Teaching for Mastery is to be inclusive for all pupils. In whole class teaching, the use of one curriculum that works for all is encouraged, with everybody studying the same topic and being provided with support and challenge as needed. There are high expectations for all pupils and both children and teachers have a 'can do' mindset. We utilise White Rose Maths to help include all pupils in our curriculum from Y1 - Y6.

Access– What amendments are made to the subject in order to help children with SENs to achieve?

Ensuring that students with Special Educational Needs and Disabilities (SEND) have access to mathematics education in primary school is crucial for their academic and personal development. Here are strategies and considerations for providing effective SEND support in mathematics in a primary school setting. The following strategies help to support pupils

- **High Expectations** - Teachers have high expectations for all pupils and foster a 'can do' approach to mathematics'. This helps to reduce maths anxiety and build a positive mindset towards mathematics.
- **Developing relationships and knowing pupils well** - Teachers work hard to build effective, positive relationships with pupils. They know the strengths and needs of their pupils and what interests or motivates them.
- **Inclusive Learning Environment** - Working walls are accessible to pupils. Prompts are provided to support pupils who need additional support and to reduce cognitive overload.
- **Age, interest and ability appropriate curriculum** – regular revision and repetition of concepts enables pupils with cognitive challenges to succeed. Most pupils should be able to access the curriculum for their age but where this is not possible, a bespoke curriculum is planned taking into account the needs of the pupils while still ensuring high expectations.
- **Quality Feedback** – pupils having difficulty grasping concepts are identified quickly and provided with extra support. Feedback about misconceptions is specific, accurate and clear.
- **Engagement through a hands-** our approach supports children to learn maths concepts using hands-on, physical resources at the concrete stage. Some pupils will need to spend longer at the concrete or pictorial stage, or need to continue having these stages reinforced alongside the abstract stage.
- **Questioning and modelling for challenge** – teachers model using appropriate mathematical vocabulary that pupils need to access the lesson and check their understanding of it. Pre-teaching before the lesson provides opportunities to introduce and explain mathematical vocabulary and gives less confident pupils a knowledge boost.

- **Scaffolding Learning** - Scaffolding learning involves using a range of strategies to provide temporary support for pupils, moving them towards increasing independence. Visual clues or voice notes are used to help pupils understand instructions.
- **Developing Independence** – Pupils are encouraged to independently overcome challenges and to develop their resilience. TAs both support pupils by working with them and by encouraging them to be independent.