

# SEND -Ambition and Access in Maths

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

At Lea Endowed CE Primary School we follow a Teaching for Mastery approach where our key aim 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. In KS1, we also teach the NCETM Mastering Number Programme to build a very strong understanding of numbers to 20 using dot patterns, Numberblocks and the Rekenrek.

## *Access–What amendments are made to the subject 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.

- **Engagement through consistent use of the Concrete –Pictorial – Abstract (CPA) approach.** Pupils are enabled to use hands-on resources which help them make sense of new concepts. They become familiar with representing the maths they see such that they can 'draw it out'. When they are ready, pupils can use this deep understanding to move to the abstract. SEN pupils are encouraged to focus on fewer representations which lessens the cognitive challenge in maths.
- **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.
- **Gaps in underpinning mathematical knowledge are targeted** – Teachers identify specific areas of need for SEN pupils and provide opportunities for them to learn the required facts and concepts. This may be using flash cards and games or via online programmes such as TT Rockstars.
- **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 revisiting and interleaving 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.
- **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.