



Helping lights shine for all in Maths

Early career Framework 2022 states that teachers should provide opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations.

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

At St Luke's CE Academy, we teach for 'mastery' and work to develop, refine and sustain best practice to ensure that all children can access the maths curriculum. 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.

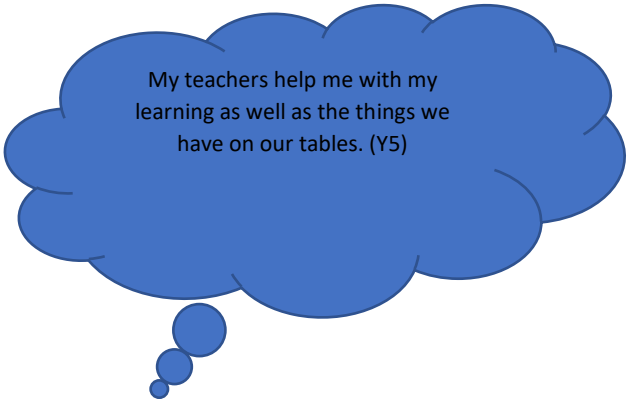
Implementation–What amendments are made to the subject in order to help children with SENs to achieve?

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

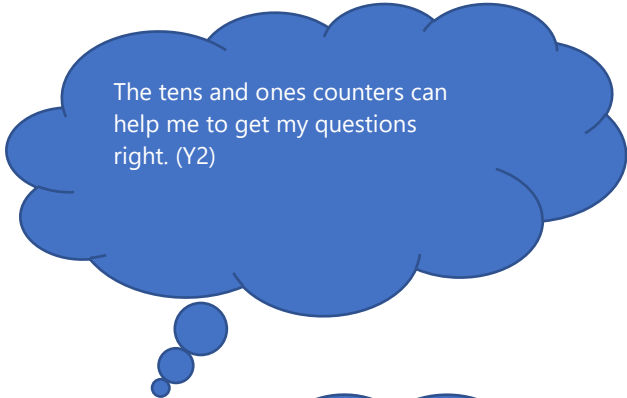
- **High Expectations**-Teachers have high expectations for all pupils and foster a 'can do' approach to mathematics'. This helps to reduce maths anxiety and build a positive mindset towards mathematics.
- **Developing relationships and knowing pupils well** -Teachers work hard to build effective, positive relationships with pupils. They know the strengths and needs of their pupils and what interests or motivates them.
- **Bespoke targets** to support children on specific areas that they need to consolidate their understanding of. This is continually assessed against our in depth, internal tracking.
- **Inclusive Learning Environment** -Working walls are accessible to pupils. Prompts are provided to support pupils who need additional scaffold 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 to take 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-on approach** –The CPA (concrete-pictorial-abstract) 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. In addition, these stages reinforced alongside the abstract stage.
- **Questioning and modelling for challenge** –teacher's 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. Staff support pupils by working with them and by encouraging them to be independent.

Impact – What is the impact of our adjustments upon our children?

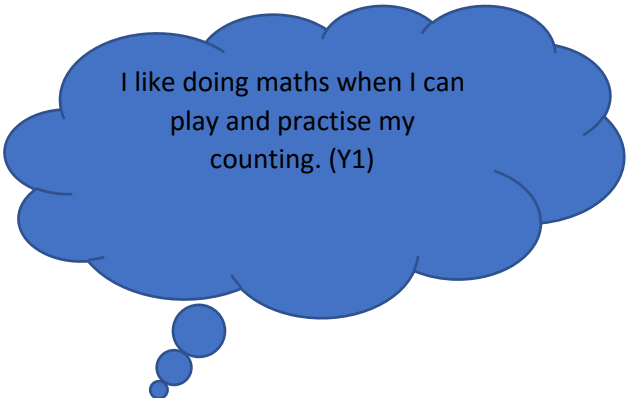
Through our carefully planned and scaffolded curriculum, our SEN children develop a love of maths and experience success across the subject. Our pupil voice illustrates the positive, can-do attitude towards the subject and our internal data highlights that they progress at the same rate as their peers. Our children are our voice and here are some things that they have said about maths here at St. Luke's:



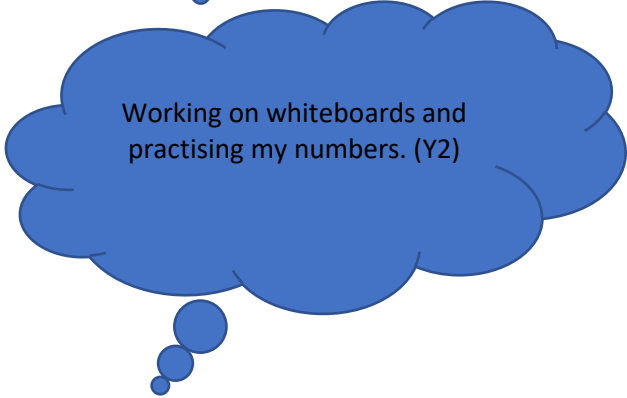
My teachers help me with my learning as well as the things we have on our tables. (Y5)



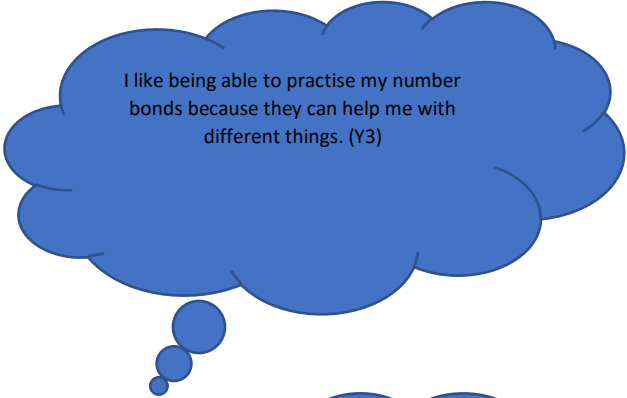
The tens and ones counters can help me to get my questions right. (Y2)



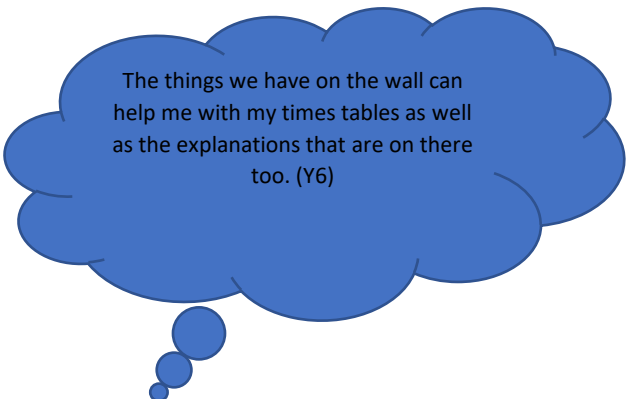
I like doing maths when I can play and practise my counting. (Y1)



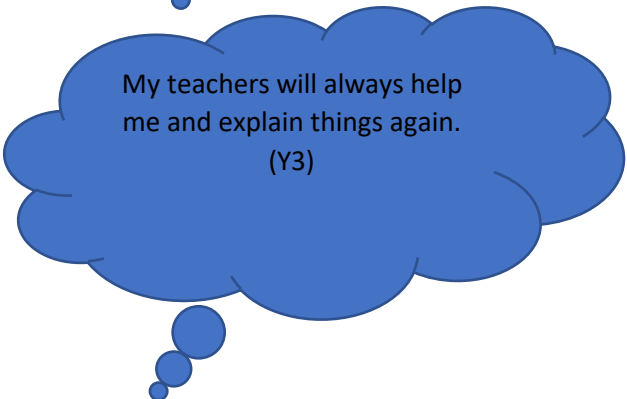
Working on whiteboards and practising my numbers. (Y2)



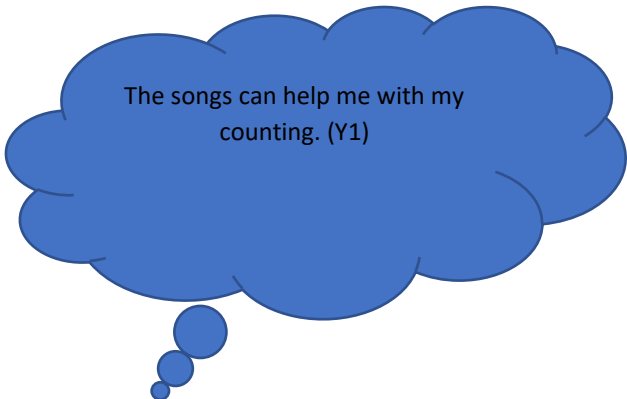
I like being able to practise my number bonds because they can help me with different things. (Y3)



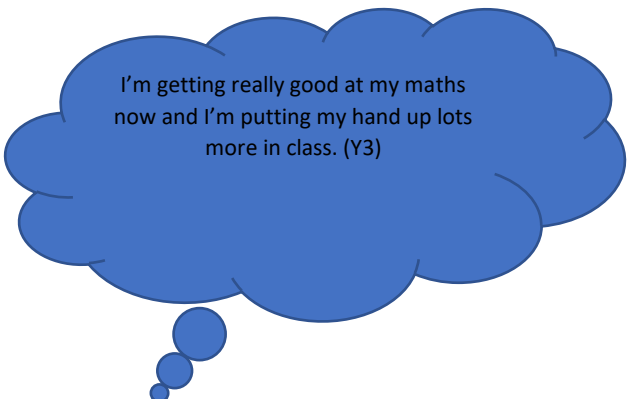
The things we have on the wall can help me with my times tables as well as the explanations that are on there too. (Y6)



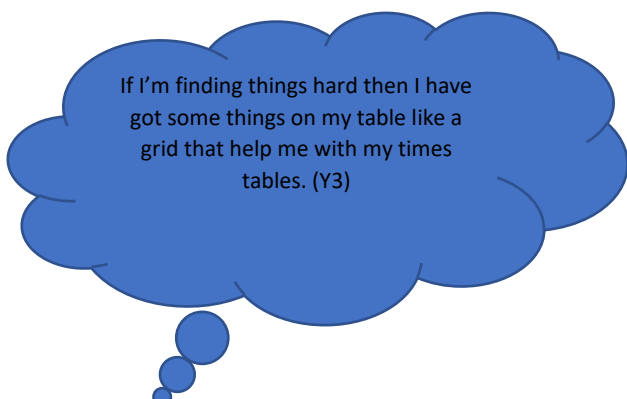
My teachers will always help me and explain things again. (Y3)



The songs can help me with my counting. (Y1)



I'm getting really good at my maths now and I'm putting my hand up lots more in class. (Y3)



If I'm finding things hard then I have got some things on my table like a grid that help me with my times tables. (Y3)