

SEND/ Inclusion Offer

Maths Provision Map



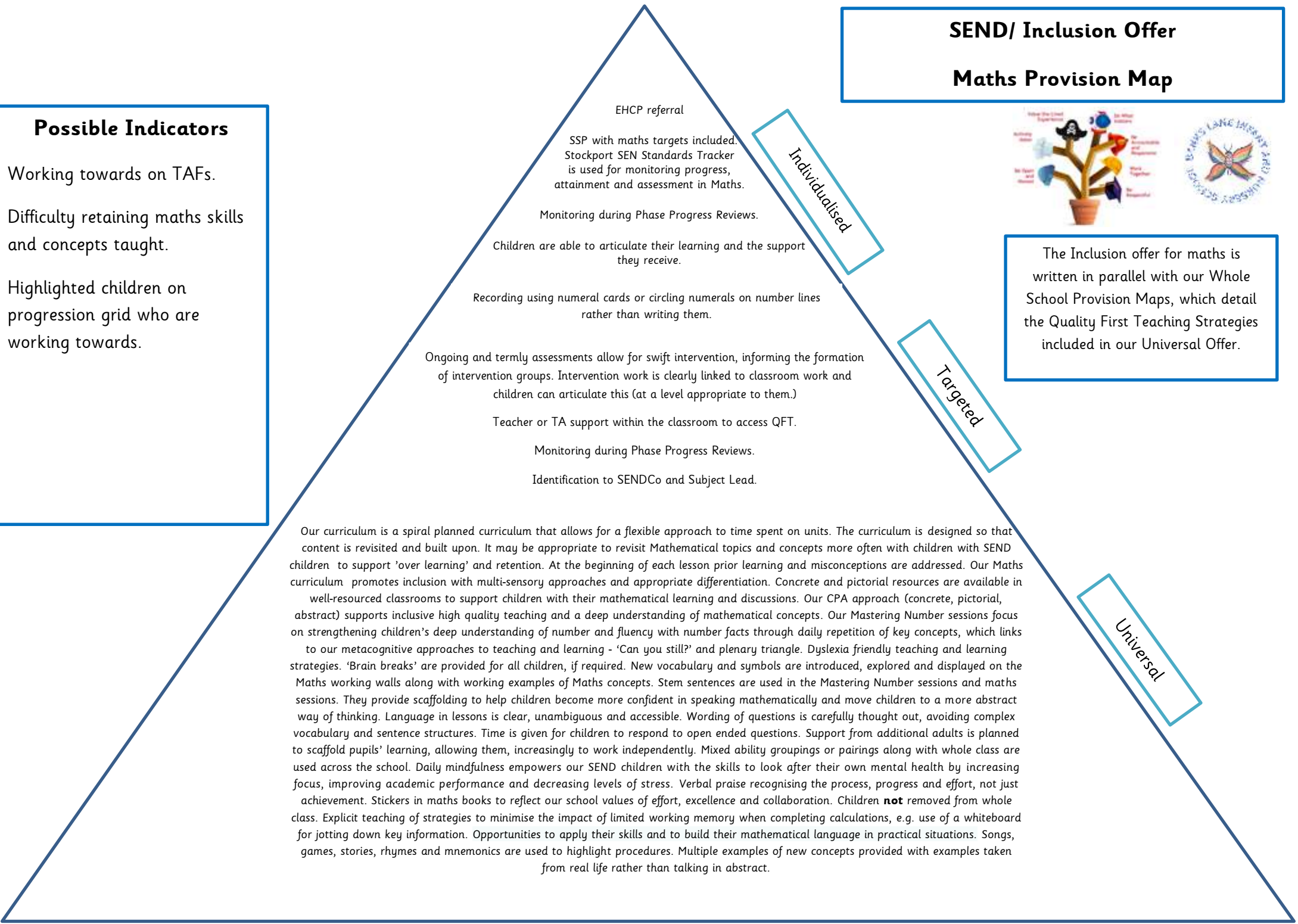
The Inclusion offer for maths is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.

Possible Indicators

Working towards on TAFs.

Difficulty retaining maths skills and concepts taught.

Highlighted children on progression grid who are working towards.



EHCP referral

SSP with maths targets included. Stockport SEN Standards Tracker is used for monitoring progress, attainment and assessment in Maths.

Monitoring during Phase Progress Reviews.

Children are able to articulate their learning and the support they receive.

Recording using numeral cards or circling numerals on number lines rather than writing them.

Ongoing and termly assessments allow for swift intervention, informing the formation of intervention groups. Intervention work is clearly linked to classroom work and children can articulate this (at a level appropriate to them.)

Teacher or TA support within the classroom to access QFT.

Monitoring during Phase Progress Reviews.

Identification to SENDCo and Subject Lead.

Individualised

Targeted

Universal

Our curriculum is a spiral planned curriculum that allows for a flexible approach to time spent on units. The curriculum is designed so that content is revisited and built upon. It may be appropriate to revisit Mathematical topics and concepts more often with children with SEND children to support 'over learning' and retention. At the beginning of each lesson prior learning and misconceptions are addressed. Our Maths curriculum promotes inclusion with multi-sensory approaches and appropriate differentiation. Concrete and pictorial resources are available in well-resourced classrooms to support children with their mathematical learning and discussions. Our CPA approach (concrete, pictorial, abstract) supports inclusive high quality teaching and a deep understanding of mathematical concepts. Our Mastering Number sessions focus on strengthening children's deep understanding of number and fluency with number facts through daily repetition of key concepts, which links to our metacognitive approaches to teaching and learning - 'Can you still?' and plenary triangle. Dyslexia friendly teaching and learning strategies. 'Brain breaks' are provided for all children, if required. New vocabulary and symbols are introduced, explored and displayed on the Maths working walls along with working examples of Maths concepts. Stem sentences are used in the Mastering Number sessions and maths sessions. They provide scaffolding to help children become more confident in speaking mathematically and move children to a more abstract way of thinking. Language in lessons is clear, unambiguous and accessible. Wording of questions is carefully thought out, avoiding complex vocabulary and sentence structures. Time is given for children to respond to open ended questions. Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly to work independently. Mixed ability groupings or pairings along with whole class are used across the school. Daily mindfulness empowers our SEND children with the skills to look after their own mental health by increasing focus, improving academic performance and decreasing levels of stress. Verbal praise recognising the process, progress and effort, not just achievement. Stickers in maths books to reflect our school values of effort, excellence and collaboration. Children **not** removed from whole class. Explicit teaching of strategies to minimise the impact of limited working memory when completing calculations, e.g. use of a whiteboard for jotting down key information. Opportunities to apply their skills and to build their mathematical language in practical situations. Songs, games, stories, rhymes and mnemonics are used to highlight procedures. Multiple examples of new concepts provided with examples taken from real life rather than talking in abstract.

Universal