To nurture faith; to inspire success

Provision for SEND Pupils in MATHEMATICS

At Sapperton, our Mathematics curriculum supports all children to access rich and engaging mathematical learning. Our inclusive lessons are carefully planned and adapted to meet the needs of all learners, ensuring every child is supported to achieve and thrive.

Mathematics is taught to all children. Maths is inclusive in delivering the same curriculum to all pupils, irrespective of specific learning needs or disabilities. We provide a curriculum that delivers a broad and balanced mathematical education, where key concepts and skills are continually revisited, practised and built upon. Teachers provide learning experiences that enable children to develop fluency, reasoning and problem-solving skills, often tailoring support to match the needs of individuals. Inclusive practice enables all children to achieve the best version of themselves irrespective of gender, ethnic, social or cultural background, home language, or any aspect that may affect participation in, or progress in, their learning journey.

Children with SEND may not always require extra support in mathematics to meet their specific needs. Equally, some children may require additional support in maths while flourishing in other subjects. All pupils should feel able to participate, contribute and achieve in mathematics. Maths lends itself to a wide range of teaching and learning approaches, including whole-class teaching when new concepts are introduced, paired work, practical exploration, group activities and independent application.

Within each unit, children are given opportunities to develop fluency, explain their mathematical thinking, make connections between concepts and apply their knowledge to solve increasingly complex problems. Adjustments may be made in a range of ways to ensure that all children can achieve success in mathematics. To support mathematical vocabulary, children may use word mats, visual representations or access pre-teaching to become familiar with new concepts and language. Children may use concrete resources, pictorial representations and scaffolds to support their understanding. Where appropriate, children can demonstrate their learning in different ways, including orally, through practical activities or with the support of a scribe. Partner talk, mathematical discussions and collaborative tasks also enable children to explain and develop their thinking.

How We Support Children with SEND in Mathematics

Mathematics lessons are planned so that all children can take part and succeed. Support includes:

- Clear, child-friendly explanations of learning
- Consistent routines and a calm learning environment
- Visual supports such as models, diagrams and mathematical representations
- Practical resources and hands-on learning opportunities
- Time to pre-teach, revisit and reinforce key concepts
- Working walls displaying key vocabulary, methods and mathematical knowledge

Adaptations and Additional Support

Where needed, children with SEND may receive:

- Simplified language and instructions
- Learning broken down into small, manageable steps
- Pre-teaching of key mathematical vocabulary and concepts
- Additional visual and concrete resources to support understanding
- Alternative ways to explain and record understanding, including talking, drawing or using technology
- Additional adult support
- Specific interventions

All adaptations are based on individual needs and maintain high expectations for every child.