GORSEWOOD PRIMARY SCHOOL

SEND IN *Maths*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
To have high expectations of what a SEND child can understand, explain and achieve during a maths lesson. Children can 'choose their challenge' in order not to cap their learning. Teachers provide a range of challenges and can offer guidance however ultimately all children have access to all levels of work. SEN children are exposed to the same range of maths including shape, statistics and time. We do not assume that children who may need extra support in number will also need it in shape	Specialist SEND support group for Maths if needed. This group will break down learning objectives further to allow children to progress. A spiral curriculum via Maths No Problem. Lessons are adapted if needed and previous learning can be revisited. Key vocabulary and sentence starters provided for children. Pre/post learning interventions are used to allow children to access the main teaching session. Pictorial and Concrete methods are available to all and support for teachers on how to use these are found on the calculation policies to support the different learning styles. Working Walls provide visual and procedural reminders for children to refer to. Procedural lists with pictures for methods with multiple steps e.g. 'make, take, count' Adult support and guidance where needed. Using child's support plan access arrangements and quality first teaching in all lessons. Mixed pairing and grouping of children to encourage conversations when discussing and sharing ideas and opinions.