

SEND Curriculum Access Statement for Maths

High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

Maths - High Expectations

All children will access a rich and varied curriculum. They will receive quality first teaching and be supported by teachers and teaching assistants to access the curriculum. Children will feel confident to access and use concrete resources to support their learning throughout EYFS, KS1 and KS2. Children will be familiar with a variety of different models (part-part-whole, bar model) and will use these to access a variety of different equations, reasoning questions and word problems. Children will have a quick recall of key mathematical facts and will be able to apply these in a variety of situations. All children will have the opportunity to access a variety of maths questions, including reasoning. Students will not be discriminated against by their reading capability and adults will act as readers to support pupils.

Curriculum Access

Daily fluency practise to revisit previous learning. This aims to remove some of the cognitive load from learners so that children can then focus on the new learning. RM Easi-maths and TT Rockstars logins are provided to children to support with fluency.

Homework (Yrs 2-6) is carefully planned to reinforce learning in class.

A variety of concrete resources, including double sided counters and tens frames, part whole models, Base 10 and place value counters are available in all lessons and are easily accessible to all children.

A working wall will be regularly updated to provide relevant and helpful reminders of key learning. Key vocabulary will be visible, with pictures to support learning where relevant.

Children will not be limited from completing reasoning and word problems - an adult will read questions to children as required. All children will be encouraged and supported to access reasoning and word problems, not just the most able (through whole class inputs and individual work).

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Teachers will plan for misconceptions and address these through inputs and mini-plenaries.

New mathematical vocabulary will be explicitly taught and explained and pre-taught where necessary. Mathematical language can be challenging for children and adults and children will be encouraged to use it consistently as repetition will help to reinforce it.

Word banks with pictures will be used when required (such as for shape and geometry).

Inputs and activities will involve a variety of concrete, pictorial and abstract resources. This will provide children with visuals to support their learning.

Maths interventions take place for the children who need them.

Children who find number difficult may not find shape difficult, for example, so assumptions are not made.

For assessments, children will be supported by adult readers where appropriate.