



## SEND provision for Maths at Oakley CE Junior School

Throughout our curriculum, inclusion is vital to ensure we have '**Great Expectations for All**'. Whatever their starting point, circumstances or needs, we have unfailingly high expectations of each and every child in our care. The intent of our broad and balanced curriculum as well as inclusion is rooted in our core Christian values of **courage** (enduring in our commitment to what is right and true), **respect** (valuing each other and celebrating our differences) and **grace** (displaying generosity and kindness-showing care for others).

### What does inclusion look like in Maths?

We follow a 'Mastery' approach. Mastery learning approaches aim to ensure that key concepts are fully grasped before moving on. As a school, we mainly follow the White Rose Maths scheme which is a maths mastery approach focusing on depth rather than acceleration

Within Maths lessons, generally all children are given the same opportunities for success. We believe that scaffolding should occur through support, resources, time and outcome. As a school we believe this approach supports learners academically and also ensures they have a positive mindset. Where possible, our aim is for children to move through the Maths Curriculum at broadly the same pace. Where children are grasping concepts and learning more rapidly, they will be stretched and challenged through depth and more sophisticated learning as opposed to acceleration.

If a child is not making the academic progress, which we would expect them to make, then further testing and assessments can identify where the pupil needs further support. The assessments available are: informal teacher assessments (what the teachers notice in the lesson, through work which is completed in the lesson by the child and marking), formal assessments (NFER tests) or an additional assessment (Sandwell test). With the findings we make, children are then offered support to help them 'keep up', rather than 'catch up' at a later date. This 'keep up' support can be varied but may take form in the way of pre-teaching, over learning, discrete interventions or additional adult support within the classroom.

In exceptional circumstances, where a child is working significantly below age related expectations, then a more bespoke way of teaching and learning Mathematics will occur to support the specific needs of the child. This tailored support could consist of all or some of the following:

- Precision teaching- a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.
- 1:1 or small group teaching with an adult
- Teaching and learning content from a lower year
- Prioritisation of core strands of the curriculum (e.g. place value and number)
- First Class for Number intervention
- IEP targets to reflect next steps within Maths

Teachers collaborate with the school SENDCo (Hannah Shrewsbury) to determine the best provision for the needs of the child. This provision will then be shared with parents.