SEND – Ambition and Access in Mathematics

Ambition – What are we aiming for children with SEND to achieve in this subject?

We are ambitious for all children with SEND in Mathematics. Every pupil should have access to a high-quality mathematics education that enables them to develop confidence, fluency and a positive attitude towards the subject. Teachers maintain high expectations for all learners and ensure that SEND pupils are supported to achieve their full potential. Whilst barriers to learning are carefully considered, these should not limit opportunities for mathematical thinking, reasoning and problem solving.

We aim for children with SEND to:

- Develop secure mathematical knowledge and understanding.
- Become fluent in key number facts and calculation strategies.
- Use mathematical vocabulary with increasing confidence and accuracy.
- Reason mathematically and explain their thinking.
- Apply their mathematical skills to solve problems in a range of contexts.
- Build confidence, resilience and independence as mathematicians.

Access – What amendments are made to the subject in order to help children with SEND to achieve?

- A carefully sequenced curriculum ensures that key mathematical concepts are revisited regularly, allowing pupils with SEND additional opportunities to practise and embed learning.
- Daily CLIC sessions (Counting, Learn Its, It's Nothing New and Calculation) provide repeated exposure to core mathematical knowledge, supporting retention and retrieval.
- Learning is broken down into small, manageable steps. New concepts are explicitly modelled and linked to previously learned knowledge to reduce cognitive load.
- Concrete, pictorial and abstract approaches are used to develop conceptual understanding. Manipulatives and visual representations support pupils in making mathematical connections.
- Mathematical vocabulary is explicitly taught and revisited through working walls, displays, stem sentences and regular discussion.

- Regular formative assessment and targeted questioning help teachers identify misconceptions quickly and adapt teaching to meet pupils' needs.
- Flexible grouping arrangements enable pupils with SEND to benefit from peer support, collaborative learning and focused adult guidance where appropriate.
- Alternative recording methods are used when required so that pupils can demonstrate their mathematical understanding without being limited by writing difficulties.
- The Big Maths progression model allows teachers to identify and address gaps in learning, ensuring pupils are working at an appropriate level with suitable challenge and support.
- Strategies from the EEF's *Five-a-Day* principles are embedded across mathematics lessons, including explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and effective use of technology.
- A positive and supportive classroom environment promotes confidence, participation and perseverance, encouraging all pupils to engage successfully with mathematics.

At St George's Catholic Voluntary Academy, we believe that all children can succeed in mathematics when given the appropriate support, opportunities and ambition to achieve.