

SEND Maths

How are SEND pupils supported at Meadows?

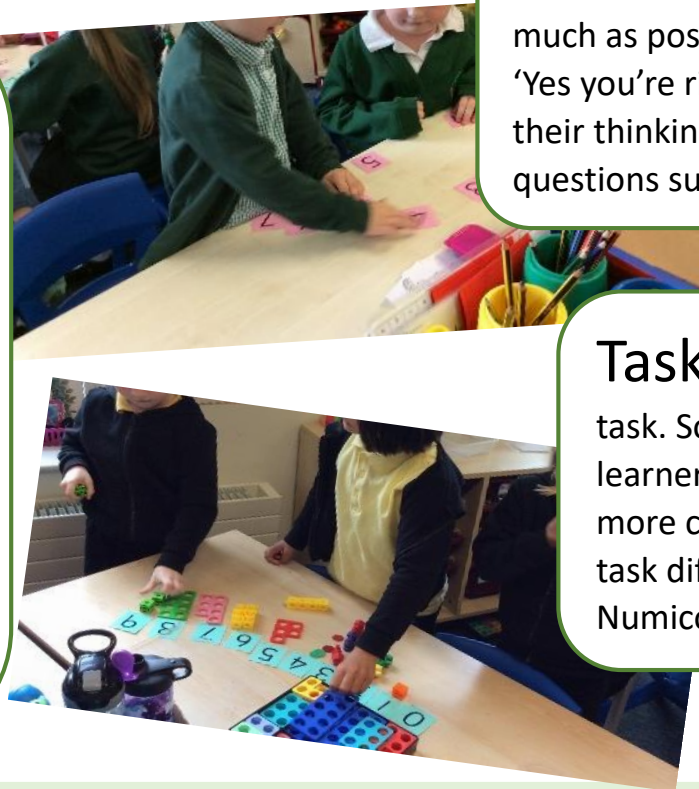


- Most children with additional needs are supported through quality first teaching within the classroom.
- Different groupings, questioning, changing the task and activity, pre/post teaching, adult support, alternative recording strategies, scaffolding and using resources

Different Groupings *e.g. grouping by ability or mixed ability groupings*

Grouping children by ability allows support or challenge activities to be easily directed to certain children. It also allows directed additional adult support where appropriate.

Mixed ability grouping allows children to have more fruitful discussions and allows ALL children to participate. The higher attaining children have the opportunity to explain their methods to lower attaining which ensures they have ascertained a depth of understanding.



Questioning Questioning is adapted and open ended as much as possible. At times, teachers will not give a straight answer. 'Yes you're right' but will allow children to have to prove and explain their thinking. Higher attaining children can be challenged through questions such as 'What if?..!'

Tasks Most children will be completing the same/ similar task. Sometimes tasks will be adapted to suit the needs of learners. Higher attaining children may be challenged through more complex problems or reasoning tasks. Learners who find task difficult may also use of resources eg use of cubes, dienes, Numicon

At Meadows, there is no automatic assumption that pupils identified as having SEN cannot achieve. Our curricular approaches engineer success for every child within our ambitious curriculum.

SEND Maths

How are SEND pupils supported at Meadows?



1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

Adult Support

Teacher and teaching assistant support will be deployed effectively to support the needs of the learners. This enables more 'in the moment' marking to take place and verbal feedback can be given in order to move the learners on with their learning.

Scaffolding

Some children will need a structure scaffold to achieve eg modelled expanded method of addition before having a go on their own first. Children will also be exposed to CPA (Concrete, Pictorial, Abstract): Concrete - is the 'doing' stage where children use concrete objects to model problems.

Pre and Post teaching

Some children may require additional *pre teaching* before the lesson in order to prepare them for the lesson ahead. In maths this could be looking at an operation that they are going to use in the lesson and creating a step by step check list for the lesson. After the lesson, a group may have found the lesson more challenging and need more verbal feedback and support to look at misconceptions.

SEND Maths

We believe a curriculum that engineers success from the start ensures that more pupils are able to keep up.



How do you ensure children with SEND make good progress?



Teachers plan lessons based on assessment.



High level needs children are assessed against SENDCOs small steps assessment to provide the smaller steps and show progress



Pupil progress meetings are held termly to monitor the progress.



Sendco and Maths subject leader support year groups planning where needed.



High level needs groups are planned based on needs eg Year 4 maths group planned with SENDCOs/Maths subject lead support.



Provision map targets are reviewed regularly by the class teacher and support assistants in classroom. Staff are given time to assess and review these targets and time is allocated within the weekly timetable to address pupils' targets.

How do you know this is happening across the school?



SENDCOs/Maths Subject leader complete data analysis, have meetings with staff and complete book trawls to look at progress. Half termly reviews of provision map – review the impact of provision.

How do you assess and monitor it?



SENDCOs monitor the data, complete learning walks and book trawls to ensure the pitch is appropriate and also to look at progress.

Maths subject lead completes learning walks. Book trawls and does data analysis.

End of term assessments are used to support teacher judgement.

Interventions are also monitored for impact. This can be found on provision map.

SEN Maths

Prevention of barriers to learning is better than finding ways around barriers to learning

Autism

- *Removing the barrier of social skills needed to access content by ensuring group work does not predominate lesson structure. Periods of silent working coupled to deployment of known facts, methods and strategies to reduce anxiety around what to do.*
- *Harnessing the powers of systematic pattern seeking through intelligent variation to allow pupils to uncover links between knowledge, rather than require their discovery through random trial and error.*
- *Use of familiar routines to minimise anxiety about what is happening next. Testing for success rather than testing of content that has not yet been taught, learned or applied in wider contexts.*

Dyslexia

- *Dyslexia also has an impact on processing speed and memory recall of key facts. Therefore, teachers account for this through provision of additional practice to help learn core knowledge to automaticity. Teachers take care with explanations, ensuring that instructions are simple and not an overload of information. If a written question requires decoding, teachers ensure support is given. If a written response is needed, alternative writing strategies may be used such as showing their workings using apparatus.*

Dyscalculia

- *Teachers plan provision of overlearning opportunities so that core facts are learned to automaticity. Concrete apparatus are used as much as possible to embed an understanding before moving onto abstract concepts. Lessons are made as practical and multi sensory as possible to provide repetitive learning experiences. Extra time is provided to give the child more processing time. Children may struggle with reasoning and more abstract concepts and therefore time is given to embed to basics to avoid possible causes of confusion and systematic assessment for gaps in core knowledge.*

Global delay

- *Teachers ensure that the basic maths skills are embedded before moving onto further concepts. Practical lessons using concrete apparatus are provided to give a multi sensory and visual approach to learning a new concept. Teachers plan provision of overlearning opportunities so that core facts are learned to automaticity.*