



Maths

SEND inclusion statement

Rationale

South Walney Infant & Nursery School is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum. All children, including those with SEND, are offered a broad and balanced curriculum. Lessons are planned with appropriate activities and scaffolding to ensure children are able to access learning at their own level while still being ambitious and challenging to move them forward.

Maths is a fundamental life skill that all children need to become secure with in order to function effectively in the real world. From managing money to telling the time, all learning can be applied in real life contexts. Maths helps us to identify patterns and improves logical thinking and reasoning skills. It helps us understand the world around us and equips us with the skills needed to solve problems and make informed decisions.

Inclusion Education in Maths

We aim to achieve this through:

- All children learning together. .
- Engaging and interactive lessons to capture the children's imaginations
- Lessons that are planned and resourced well in advance, considering points where some children may struggle to allow for adult guidance accordingly.
- Identifying key vocabulary and ensuring this is used repetitively throughout the lessons, and in the wider school environment when possible.
- Reactive planning that is adapted to the needs of each class.
- A focus on the mastery approach, using Concrete, Pictorial, Abstract (CPA) thinking, where pictures and objects are used to ensure children understand a concept.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children.

We will work towards this by ensuring that:

- All children are working towards the same objective, this can be with a parallel activity so they are not necessarily completing the same task.
- Maths lessons are not silent, there are lots of opportunities for discussion and experimentation.
- All children have the opportunity to use concrete resources. Once the children have been shown how to use the equipment, they can decide if they want to use it or not.
- Instructions are clear, concise, broken down and given one at a time if necessary, with visual aids to support understanding.
- There is a culture when mistakes are embraced and viewed as part of the learning process.
- Any new vocabulary is clearly defined and linked to words that represent the same mathematical concept
- Any language the children will require in the lesson is pre-taught.
- Children who struggle with literacy are paired with an able reader or have the problems read to them.
- Any worksheets are laid out clearly and children are not overwhelmed by too many questions.
- Children are taught to 'draw' the problem to help them understand and process the information visually.
- Tasks are scaffolded so the children can work on the planned objective only and focus on the skill being taught.
- Time is given to consolidate new or tricky concepts.
- Children who struggle with self-regulation are given regular movement breaks.



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- Input sessions are flexible, not always having everyone involved at once. Some children can be consolidating a previously taught skill while others are introduced to a new one.
- If there is a particular skill required in a lesson (e.g. counting backwards), this is practised at the start of the session.
- Children who struggle with attention are given a target number of questions, with an achievable goal.
- Questions incorporate children's interests, for example making questions about a popular character.
- A clear, 5 minute warning is given to signal the end of an activity is approaching.
- Fluency practise is integrated into the whole school day, for example practise counting in 2s as children move from the carpet to their tables.