

Maths SEN Provision

At St Mark's, We endeavour to make learning as inclusive as we can. We follow a 'Teaching for Mastery' approach within Mathematics which has a core belief that all children should have the same opportunities to learning.

Within Maths lessons, generally all children are given the same opportunities for success. We believe that differentiation should occur through support, resources, time and outcome as opposed to directly differentiating by task. Research shows that this way of learning results in positive outcomes both academically, and for the mindsets of our learners.

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 stalling in their learning, the first instance will be to provide extra support to help them to '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, 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/some of the following:

- Prioritisation of core strands of the curriculum (e.g. place value and number)
- Discrete programmes e.g. Number Sense, First Class at Number
- 1:1 or small group teaching with an adult
- Teaching and learning content from a lower year
- IEP targets to reflect next steps within Maths

Teachers collaborate with the SEN team to determine the best provision for the needs of the child. This provision will then be shared with parents.