



SEND – Ambition and Access in Maths

Ambition

What are we aiming for pupils with SEND to achieve in Maths?

We have high aspirations for all pupils with SEND and believe that every child can achieve and make progress within the Maths curriculum. Pupils with SEND are entitled to access the full range of mathematical learning, including number, calculation, shape, measurement, statistics, fractions and problem solving.

We recognise that pupils may experience different barriers when learning mathematics, but we do not allow these to limit their opportunities or expectations. Teachers provide ambitious learning experiences, appropriate scaffolding and support so that pupils can develop confidence, fluency, reasoning and problem-solving skills from their individual starting points.

Where pupils require additional support, mathematical objectives may be broken down into smaller, carefully sequenced steps to enable success while maintaining a connection to the wider curriculum. Pupils continue to experience a broad range of mathematical concepts and are not assumed to have difficulties in all areas of mathematics because they require support in one particular area.

Access

How do we adapt teaching so pupils with SEND can access and succeed in Maths?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced curriculum that revisits and builds upon prior learning, reinforcing mathematical vocabulary, concepts and skills.
- Explicit modelling of mathematical methods and problem-solving approaches, using clear explanations and worked examples.
- Breaking complex concepts into manageable steps while maintaining high expectations and opportunities for deeper understanding.
- The use of concrete resources, manipulatives and practical experiences to support pupils in developing conceptual understanding before moving to abstract representations.
- Visual models, diagrams, number lines, bar models and pictorial representations to support reasoning and problem solving.
- Pre-teaching and revisiting key mathematical vocabulary to improve confidence and understanding.
- Regular opportunities for retrieval, fluency practice and application of mathematical knowledge in different contexts.
- Responsive questioning and regular check-ins to identify misconceptions, address barriers and provide timely feedback.
- Flexible approaches to recording mathematical thinking, including practical demonstrations, verbal explanations, drawings, models and written methods where appropriate.
- Additional processing time or extended time to complete tasks when required.



- Adapted resources and assistive technology where appropriate to support independence and participation.
- Targeted support, including small-group teaching or additional practice, where assessment identifies specific mathematical needs.
- Opportunities for collaborative learning and mathematical discussion alongside peers.
- Real-life contexts and practical applications to make mathematical learning meaningful and relevant.
- Consideration of sensory, communication and physical needs when planning activities and selecting resources.

Our aim is that every pupil can access a broad and ambitious Maths curriculum, develop confidence and resilience as mathematicians, and make meaningful progress from their individual starting points while building the knowledge and skills needed for future learning and everyday life.