



SUBJECT INCLUSION STATEMENT

Inclusion in Maths

Every pupil is taught the full Maths curriculum, with the same high expectations for all. What changes is the support each pupil receives. Maths gives pupils the fluency, reasoning and problem-solving skills they need to make sense of the world.

BARRIERS

Gaps in number facts

Abstract ideas

Mathematical language

Low confidence

How we adapt teaching for pupils with SEND

Adaptations happen in class, alongside peers, matched to each pupil's SEN support plan and any EHC plan.

PUPILS WHO...	HOW WE ADAPT IN MATHS
Find reading and writing difficult	Word problems are read aloud by an adult or partner, and pupils can draw the problem. Worksheets are clear and uncluttered. Adults support reading, writing and maths where needed, then step back so pupils work independently.
Lack confidence in maths	Open questions such as 'odd one out' let everyone contribute. Work is marked in the moment, and mistakes are part of learning.
Struggle to remember vocabulary	Key words are pre-taught with actions and visuals, and the different words for one idea are taught explicitly.
Find it hard to concentrate	Short inputs, jottings on whiteboards during modelling and a target number of questions keep pupils focused.
Find change unsettling	Consistent lesson routines, familiar games and representations, and a warning before an activity ends.
Have sensory or physical needs	Enlarged or plain paper, adapted equipment and a calm place to work, with The Retreat available.
Need more time to grasp ideas	Concrete, pictorial, abstract: objects and pictures come before abstract methods, with pre-teaching, worked examples and same-day intervention where possible.

Other groups of pupils in Maths

Disadvantaged pupils

All maths equipment is provided; pupils are prioritised for early feedback.

Pupils learning EAL

Visuals and hands-on resources reduce reliance on English.

High-attaining pupils

Deeper reasoning and problem solving; the Primary Maths Challenge in KS2.

An inclusive learning environment

Maths lessons are full of talk, and mistakes are part of learning. Concrete resources are available to everyone, and working walls show key vocabulary and models.

OUR AIM Every pupil develops fluency, reasoning and a positive attitude towards maths.
Courage to tackle problems and learn from mistakes. **Friendship** in reasoning and solving problems with a partner.