

INCLUSION IN MATHS

At Mill View Primary, we believe in the success of all pupils. We are an inclusive school and ensure there is an **equity of support** where every child receives what they need to reach their potential. Our curriculum is designed with inclusion at the heart, and our curriculum intent is therefore the same for all children.

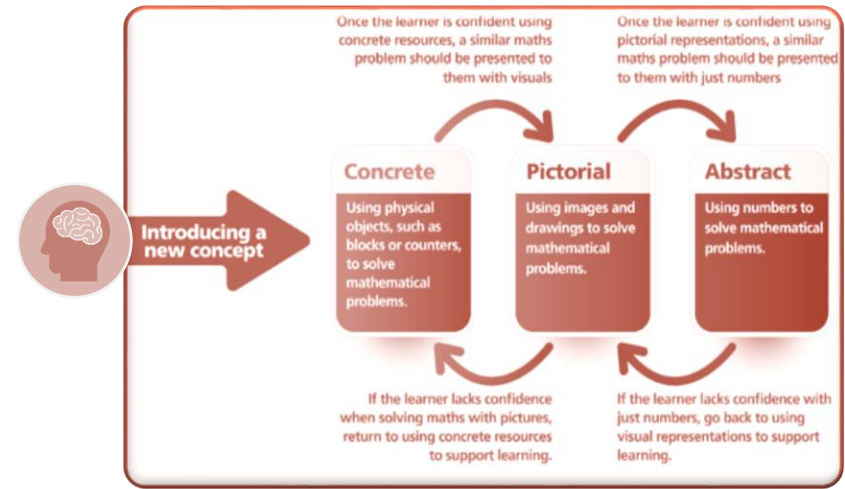
We are acutely aware that not every child has the same starting point and that there are an abundance of factors which must be considered in order for all learners to access the learning according to their individual needs, particularly for learners with Special Educational Needs and Disabilities (SEND). We also know what not all groups have an equality of experience in our society, and we must make deliberate choices to ensure individual experience is not only represented but celebrated, particularly with reference to the Equalities Act 2010.

Therefore, whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for groups, classes or individuals. Our **Conscious Discipline** behaviour system ensures that all teachers understand the fundamental importance of **positive relationships** and promotion of **good learning behaviours**, reinforcing effort over outcome, within every classroom. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out in the NASEN teacher handbook to assist us in amending our implementation within Maths. Influenced by teaching methods seen across the world, maths planning has adopted a mastery approach, with the lesson objective planned to ensure all learners are able to engage in the learning, no matter their prior attainment levels. The overall objective of mastery is to ensure each learner is confident with a concept, before moving on to the next. Where previously maths lessons may have been differentiated across learning objectives and tasks, with the mastery approach, most learners will be working towards a common outcome, with teaching and learning tailored and scaffolded to meet individual needs. Some learners may require a more personalised approach, including specific learning outcomes and provision to develop foundational skills. Examples of inclusive practises in Maths, though not an exhaustive list, can be seen to the right.*These are suggestions of what may be implemented, but teachers will amend according to learners needs.



Same intent, amended implementation



All sessions have the same structure (5 part lesson: power-up, discover, think together, application, reflection) enabling learners to anticipate next steps, providing boundaries for their focus and ensuring they feel safe



Culture of embracing mistakes created - reducing potentially damaging effect of 'objective' subject where answers are often right or wrong. Nurture resilience in learners. Explicitly sharing success



Conceptual language developed through pre-teaching, visuals and shared on working walls



The most qualified adults are targetted to work with learners with the greatest need



Key fluency skills practised at the start of each day



Marking at the point of learning enables learners to see if they are ontrack and boosts confidence. Helps identify issues swifter and avoids embedding misconceptions