

Inclusion in Mathematics

At Lindow Community Primary School, we believe every child can learn, achieve and succeed. We are an inclusive school where we recognise that children have different starting points, experiences and individual needs. We therefore focus on equity, ensuring that every child receives the support, challenge and opportunities they need to reach their potential.

Inclusion is at the heart of our curriculum. Our curriculum intent is ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). While the curriculum intent is shared by all, the way children access and experience learning may look different. Teachers know their pupils well and use assessment and professional knowledge to identify and remove barriers to learning.

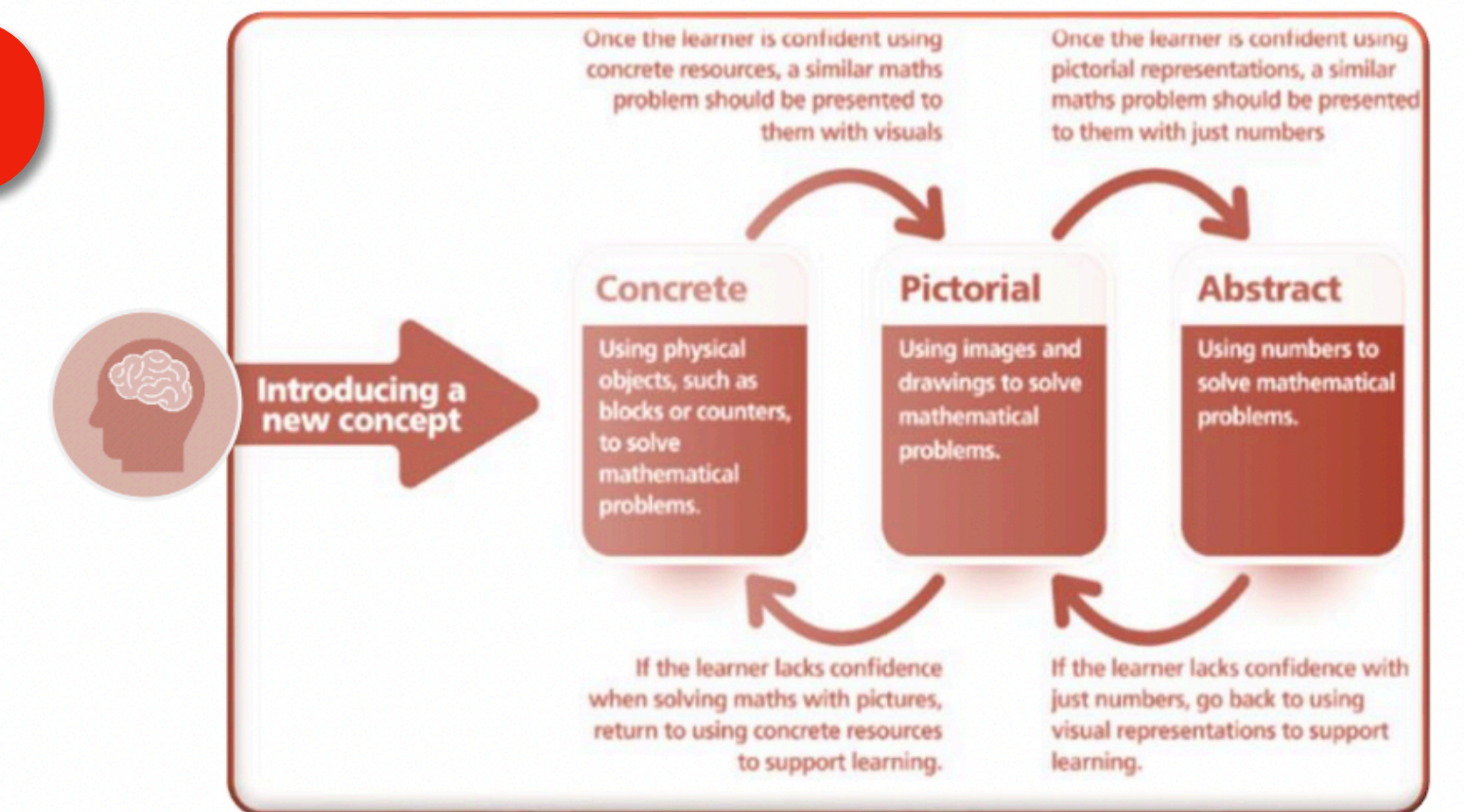
We are committed to ensuring that diversity is represented, valued and celebrated throughout our curriculum, reflecting the principles of the Equality Act 2010 and helping children develop an understanding and respect for themselves, others and the wider world.

Teachers adapt, scaffold and challenge learning through carefully selected resources, modelling, questioning, vocabulary support, practical experiences and appropriate adult support. These adaptations are responsive to individual needs and are designed to maintain high expectations rather than lower them.

In Mathematics, our mastery approach supports inclusion by enabling pupils to work towards shared mathematical concepts, with teaching, resources and scaffolding adapted to their individual starting points. We use concrete, pictorial and abstract representations, alongside reasoning, mathematical talk and opportunities for retrieval and practice, to develop secure understanding.

Our inclusive practice may include visual supports, concrete resources, vocabulary prompts, chunked instructions, additional processing time, targeted intervention, flexible grouping and appropriate challenge.

At Lindow, our aim is simple: to remove barriers, celebrate difference and ensure every child feels valued, included and able to achieve their best.



-  All sessions have the same structure (5 part lesson: 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

Same Intent, Amended Implementation