St Finbar's Catholic Primary School

Maths - Inclusion Statement

Our Vision (Overview)

At St Finbar's Catholic Primary School, we believe that *every child can be a mathematician*.
Our goal is to make maths engaging, meaningful, and accessible to all learners, regardless of background, language, or ability.

"Inclusion for All in Maths" means:

- Every child is **valued as a mathematical thinker**.
- Every learner can access, enjoy, and achieve in mathematics.
- Every classroom fosters **curiosity, confidence, and collaboration**.

We believe that maths is not just about numbers — it's about **reasoning, problem-solving, and making sense of the world**.

Planning for inclusion

When planning units, consider:

- How can I ensure every pupil can access the key concept?
- What prior knowledge might pupils bring from home or community experiences?
- How can concrete and visual supports scaffold understanding?
- What enrichment or extension will challenge high-attaining pupils?

Provide multiple ways for pupils to:

- **Multiple means of representation** – manipulatives, diagrams, number lines, models, and technology.
- **Multiple means of engagement** – collaborative problem-solving, games, real-life contexts.
- **Multiple means of expression** – oral explanations, drawings, written methods, digital presentations.

Teaching and Learning (Adaptations)

Adapt lessons to meet the needs of all learners:

- Use **concrete–pictorial–abstract (CPA)** approaches to support understanding.
- Provide **step-by-step scaffolds**, structured questioning, and visual prompts.
- Offer **challenge through depth**, e.g., "Can you show it in a different way?" or "Can you prove it?"
- Encourage **peer collaboration** — children explaining to each other builds understanding for all.

Language and Vocabulary

- Pre-teach and revisit **key vocabulary** (e.g., *more than, equal to, denominator, multiple*).
- Display word banks, symbols, and sentence stems: *"I know this because…", "I noticed that…", "The pattern is…".*
- Model **full sentences** when reasoning.
- Encourage pupils to use both mathematical and everyday language confidently.

Supporting Additional Need

SEND

- Use the **CPA approach** (Concrete → Pictorial → Abstract) consistently.
- Repeat and revisit key concepts over time.
- Break tasks into smaller steps and use visual instructions.
- Allow additional time for processing and problem-solving.
- Provide alternative recording methods (e.g., using manipulatives, oral responses, or ICT).
- Focus on developing **conceptual understanding**, not just procedures.
- Work closely with the SENCO to ensure interventions align with the main curriculum.

EAL (English as an Additional Language)

- Pair mathematical language with visuals and manipulatives.
- Teach vocabulary explicitly and in context.
- Encourage pupils to discuss in their **home language** before sharing in English.
- Focus on conceptual understanding first — the language will follow.
- Use bilingual resources or translated key terms where possible.

High-Attaining Pupils

- Offer **open-ended problems** and investigations requiring reasoning and creativity.
- Encourage **multiple methods** and justification of answers.
- Extend learning through **real-life applications** and **cross-curricular links** (e.g., STEM, art, computing).
- Promote pupil leadership through maths ambassadors or peer tutors.

Social, Emotional and Behavioural Needs

- Build **confidence through success and praise** for effort.
- Use low-stakes, practical tasks to reduce anxiety.
- Create a supportive atmosphere where mistakes are seen as part of learning.
- Encourage teamwork and positive peer support.

Assessment for All

Inclusive Assessment Approaches

- Use formative assessment daily — questioning, observation, reasoning conversations.
- Offer multiple ways to demonstrate understanding — verbal, visual, written, practical.
- Track small steps of progress and celebrate growth.
- Give feedback that focuses on reasoning and strategy, not just the final answer.
- Use assessment to plan next steps and identify who needs support or extension.

Our Shared Commitment

We aim to ensure that every child:

- **Think mathematically**,
- **Talk confidently**, and
- **See the relevance of maths in their own life and community.**

"When every child believes they can do maths, they discover they can do anything."