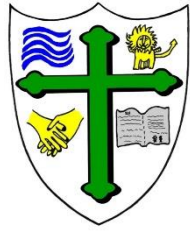


HSM Mathematics Graduated Approach pathway



This is the pathway that the school will follow when a parent, learner or a staff member feels that there may be a dyscalculic-type or difficulty. A diagnosis is not needed to access support in school.

Quality First Teaching (QTF)

All classrooms should be inclusive as it is widely accepted that strategies and resources that work for learners with SEND are also useful for those without. It is also the case that most learners with maths difficulties can make good progress with support at this level through modelling, use of manipulatives, and visuals.

Teacher observations

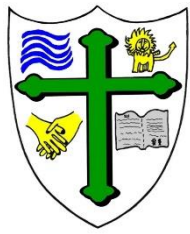
Where concerns are raised regarding a child's progress in maths, the class teacher will complete observations to identify specific areas of need, in order to ensure that appropriate provision is made in the classroom and in small groups. Children joining the school will also be observed as part of the induction process. Class teacher to capture the child's point of view.

Intervention and Support

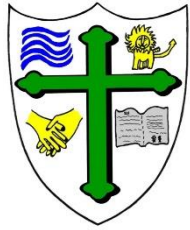
When areas of difficulty are identified, it would be expected that classroom strategies and/or resources become more tailored to the individual child's learning needs. Parents will be informed. Pre-teaching and overlearning will take place. Interventions will also begin taking place targeting specific areas of maths. Class teacher may seek support from the maths leader to get advice about interventions.

Individual Assessment

When difficulties persist, despite intervention and support, an individual assessment is appropriate to identify the child's individual strengths and areas of difficulty. The class teacher will inform the SENDCO and maths leader. The school may use assessment tools, such as NTS, to provide a short profile that will be shared with all staff working with the child.



HSM Mathematics Graduated Approach pathway



Personalised Intervention and Support

A child's difficulties with maths will be targeted through regular, frequent and evidence-based mastery, multi-sensory interventions, adapted to suit the learner and with opportunities for overlearning built into the programme. Clear starting points and progress data should be collated. The learner may be added at SEND support here following discussions with the SENDO and parents.



Detailed Assessment

If significant difficulties persist and the child is working at least two years below the year group expectation, a comprehensive assessment of the child's abilities and skills by an experienced member of staff will be completed. Barriers to learning will be identified and detailed recommendations for support will be made. Individual targets will be set and arrangements for monitoring progress will be implemented.