



Fully funded by the Maths Hubs Programme so is free to participating schools.

## Outline

This work group will provide outputs to support any teachers working with children with SEND, this includes mainstream teachers who are working with children with a diagnosis of ASD, ADHD, SpLD etc. and will help teachers to support the needs of pupils not making expected progress. We will focus on known barriers to learning and how the characteristics of particular SEND needs may affect mathematics learning.

## Details

### What is involved?

This Work Group design will follow a workshop – school-based work cycle, consisting of several workshops followed in each case by specific school-based work.

Participants will undertake case studies with three pupils to identify their barriers to learning. There will be 2 types of input sessions; the first will be delivered on particular barriers (e.g. memory and processing, mindset, maths anxiety, language) determined by the needs of the pupils within individual WG cohorts whilst the second will use specific SEND expertise to share what may be characteristics of a student with a particular SEND (ASD, MLD, PLD, dyscalculia etc) and how this may affect learning in the classroom. This will support staff who have students with SEND in their classroom in their in-school actions.

### What are the benefits?

- Participants and their schools will:
- ✓ Help teachers to support the needs of pupils not making expected progress
  - ✓ Develop an understanding of a range of known barriers to learning
  - ✓ Deepen learning on particular barriers (e.g. memory and processing, mindset, maths anxiety, language) **determined by the needs of the pupils** within individual WG cohorts
  - ✓ Consider how the characteristics of particular SEND needs may affect mathematics learning
  - ✓ Access specific SEND expertise to share what may be characteristics of a student with a particular SEND (ASD, MLD, PLD, dyscalculia etc) and how this may affect learning in the classroom

## The wider context

Barriers to learning affect all pupils however previous research has shown that different individual SEND needs affect mathematics learning in different ways, and as such these individuals require carefully considered scaffolding, support and challenge to access the curriculum, different to those students following mainstream age-related curriculum in mainstream schools. As every teacher is responsible for the SEND needs of all of their pupils, it will also be relevant to any teacher delivering the maths curriculum empowering them to address the needs of specific students not making progress within the classroom, to reduce or remove the gap between them and their peers.

## Expectations of participants and their schools

Schools must be able to commit to the full academic year's programme. One teacher per school who is responsible for a group of students' mathematics learning (class teachers teaching children with specific SEND, nurture group or resource unit or bottom set). There will be a total of two days of face-to-face support and two afternoon online sessions across the academic year, as well as classroom/school-based activity. Participants must also be supported by either the SENCO or school Maths Lead to engage in the case studies undertaken in school as well having the support of their school leadership to explore outcomes from the project with other colleagues in their school.

## Workshop details

Initial Twilight is a short session to gather information to inform content of Workshop 1. Workshops 1 & 4 will be face-to-face (if local conditions allow at the time), at a venue close to Exeter. Workshops 2 & 3 will be online.

Initial Twilight – Wednesday 8<sup>th</sup> December 1600 – 1700  
 Workshop 1 – Friday 14<sup>th</sup> January 1030 – 1430  
 Workshop 2 – Thursday 10<sup>th</sup> February 1330 - 1600  
 Workshop 3 – Tuesday 1<sup>st</sup> March 1330 - 1600  
 Workshop 4 – Monday 4<sup>th</sup> April 1030 – 1430

### [Link to expression of interest form.](#)

For further information, contact the Work Group Lead, Kathryn Wharton-Darke  
[kwharton-darke@southbrook.devon.sch.uk](mailto:kwharton-darke@southbrook.devon.sch.uk)