Children working below ARE

Core Offer/Graduated Response

Maths

All children are individual, learn at differing rates and are entitled to fair access to the available resources. If a child is not making adequate progress, assessment over time will give information about the type of difficulty they may be experiencing and the most effective interventions to implement.

What all pupils should be getting:

Quality first teaching – Do/Plan

- Resources are used (e.g. environment checklists) to refine teaching and differentiation approaches.
- Recent assessment information is used to gain a better understanding of individual child/young person's learning level and to identify the barriers to their learning in the classroom.
- The engagement and motivation of their class groups are monitored, and appropriate interventions are planned that can be delivered through the curriculum.
- Children/young people are involved in the development and evaluation of learning support strategies in class.

Assess/ Review:

- White Rose testing
- TT checks
- Maths ladder assessments
- Data levels
- PPM meetings termly

Suggestions specifically for writing will be in green.	**1 point behind SCAFFOLDING & CATCH UP**	**2 points behind INTERVENTION & STRATEGY PLAN**	**3 points behind SEND SUPPORT** There is evidence that teachers have made reasonable adjustments to include and meet the needs of the pupil within the classroom. There is evidence that the leadership team are fulfilling their whole school responsibilities in relation to SEND.	**4+ points behind EXTERNAL SEND SUPPORT** If a child is increasingly decreasing at data shots with levels or is consistently not achieving PLP targets you will be moving to evidence for additional support past school.
Assess	- White Rose start and end of unit tests -TT checks -Teacher judgements -Subject Leader Clinics - PPM -Math ladder checks – what are they missing to be ARE? Concrete manipulatives -Numbots	-White Rose unit tests – link level to assessment judgement -Evidence Me -Precision teaching grids -Early Morning work live marking -additional marking conferences -Numbots Visual Stress Check Diagnostic Maths Assessment: Identify specific gaps (e.g., number sense, problem-solving, fluency) - Sandwell.	Please repeat the following standardised tests before PLP meetings to aid target setting: • BPVS – check understanding • Eye checks and hearing checks to be completed Diagnostic Maths Assessment: Identify specific gaps (e.g., number sense, problem-solving, fluency) - Sandwell. Locke and Beech assessment EPATT Numeracy Visual Stress Check	Please repeat the following standardised tests before PLP meetings to aid target setting: • TALC – Deb Wilsaw • BPVS • SEND/ Inclusion Hub support – referral Diagnostic Maths Assessment: Identify specific gaps (e.g., number sense, problem-solving, fluency) - Sandwell. Locke and Beech assessment EPATT Numeracy • EP support

				Observational Learning Profile: Monitor engagement, frustration points, and preferred learning styles. Multi-Agency Input: Consult specialists within the SEND Hubs for insights on cognition and processing.
Plan/ Do (This approach is a child-centred approach, please use your teacher judgement to unpick exact need. The steps listed are standard but please feel free to carry out anything specific to your child)	-Use concrete materials and pictorial representatives—manipulatives like counters, number lines, or visual models to strengthen understanding. -Break down problems step by step—ensure clarity before moving to complex concepts. -Plan time for small-Group or One-on-One Support: Schedule short, focused sessions where the child gets extra attention during maths lessons. -AFL more regularly throughout the sessions and add extra 'I do/we dos' to aid progress and keep up. - Catch- up plan to be tailored around gaps in math ladder/ assessments. -Keep up and scaffolding to be given within whole class teaching.	-Intervention planning clinic with subject leader - TSP to be generated to aid specific scaffolding required -Check math ladders and work on gaps within early morning work – ensure scaffolding is used in lessons as a keep up not catch up model. -Additional questioning in lessons -Extra rehearsals and pre-teach using CP model -Coloured exercise books -math clinics to focus on children 1 and 2 points behind. Subject leader and class teacher to create progress plans based on specific next steps.	-Child added to the SEN register as SEN support - Attend SEND PPM to discuss main areas of concern -Start Assess Plan Do Review process- 6 weekly review as standard. -Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress Coloured exercise books Bespoke learning journeys EPATT Numeracy - Nessy math programme to be accessed - Break tasks into smaller steps with scaffolding and visual supports. **Refer to outside agencies for support:** -Deb Wilshaw – Talc testing -Refer to CFLP SEND Hub to discuss provision and evidence gathering if first cycle has limited impact on progress.	-Attend SEND PPM to discuss main areas of concern -Start Assess Plan Do Review process- 4 weekly review clinics to take place for these children to review progress and to adapt where needed. -Ensure that the 'do' section of the PLP is very clear and details exactly the provision to aid progress and external support. -Explore the use of Nessy to support math skills - Multi-Sensory Approaches: Incorporate movement, touch, and technology (e.g., Numicon, maths apps). **Refer to outside agencies for support:** -contact the SEND Helpdesk within your district to gain advice from LA -Refer into CFLP Send Hub for advice around specific reading need -Refer into SEND and Inclusion Hub for support where recommended at the CFLP Hub - Ensure recommendations from agencies are implemented and reflected into PLP plans. -Begin to complete 'Red Questions' and refer to Graduated Responses Toolkit to guide next steps.

Review	-PPM termly - HoS -4 week stop and review – plan for next steps	-Subject leader made aware in order to monitor intervention progress and support writing of -targeted strategy plan -PPM termly - HoS	-6 weekly review with SENDco (SEND PPM) -Daily progress checks -Evidence Me parent share progress over time towards PLP target. -PLP meetings with parents – as targets are achieved.	-4 week clinic review with SENDco -Daily quick maths sessions -Testing progress -Book levels and precision teaching grids -6 weekly SEND PPM meetings
Responsibility	Class Teacher	Class Teacher Subject Leader	Classteacher SENDCo	Classteacher SENDCo Local Authority Agencies
Communication	Send Letter 1 home along with Specific Learning Pack	Send Letter 2 home along with Specific Learning Pack	Send Letter 3 to invite parents in for a PLP meeting to discuss the plan for progress. Ensure a learning pack is ready to be sent home during the meetings to aid progress.	Parents will be invited in for meetings with external agencies if agreed to refer. Please ensure you liaise and gain permissions before committing. Parents invited to PLP reviews
Maths Now ARE	1 Point DA / No progress	2 Point DA / No progress	3 Points DA / No progress	4 Points + DA / No progress
Year groups	Year groups	Year groups	Year groups	Year groups
Y1				
Y2				
Y3				
Y4				