

## **INTENT**

Within the 5 areas of learning that are categorised through the EHCP our intention is to build a holistic overview of each individual's needs. The intention is then to build a curriculum around each individual.

These 5 areas are:

Communication

Cognition and Learning

Social and Emotional

Independence

Physical and sensory

Numeracy appears most prevalently in the area of 'Cognition and Learning' and 'Independence', though runs as a thread through almost all learning experiences in the 5 areas.

Through a diverse range of opportunities, each pupil will receive an enriching and challenging Numeracy curriculum to meet their needs and extend them toward the next area of their development, area of education, and into adulthood. These are adapted to reflect the EHCP outcomes, age, learning style and for each individual's needs.

The Numeracy program will contain teaching opportunities for real life maths, enabling them to see the relevance of Numeracy within school, their home and the wider community with a desire to engage and extend themselves with the support they need.

Our intention is that the Numeracy doesn't just finish once our students leave the front gates. Parents need support and reassurance in their own skills to support their son/daughter's Numeracy and we are providing opportunities to engage with this important group.

We recognise that with a changing cohort, a whole school approach to Numeracy is not appropriate, and have prioritised developing strategies that ensure our complex learners' needs are met in a variety of learning opportunities, stated in our Numeracy Policy.

## IMPLEMENTATION

From Early years to Post 16, each individual will follow a different curriculum model (pre-formal, semi-formal, formal or nurture) which allows staff to deliver programmes of study that are informed by the pupils learning need.

We continue to be resolute in providing functional numeracy skills, including accreditation at KS4/5. We promote the use of maths so that the students can access the wider community. Being able to use map skills, bus passes, libraries, vending machines, cafes and leisure centres all need mathematical skills and the joy and mental wellbeing this provides means these are important skills to be implemented. This hands-on real-life maths is a key element of Beaucroft teaching. We also encourage utilising a combination of teaching approaches that include ICT, sensory activities, hands on activities aimed at concreting individual's maths skills as well as the abstract more formal methods to develop a rounded approach to the students learning at an appropriate level.

The broad scope of Numeracy, (number, counting, time, sequencing, patterns, sizes, money) means that at many points in the school day numeracy plays a part. The Numeracy Curriculum's implementation is individualised at all points, from those supported in small garden environment to those able to work in a formal curriculum setting. This is paramount during all stages of the school and essential in ensuring individuals are best prepared for adulthood.

## IMPACT

Evidence based data gathering show pupils are achieving the best possible outcomes and can use their Numeracy at a level appropriate to their development, be that needing Physical support, verbal support, pictorial support or completely independently.

They are prepared for the next stage of their development, education, employment, or training, with an accredited qualification in Functional skills, Open awards or Personal Progress and build on prior learning with a positive attitude and motivation. They are supported in preparation for adulthood and life beyond Beaucroft.

***Please see Connecting Steps (including observation notes, photo, video, annotated work), learning journeys, planning documents, annual reports, annual reviews, and qualification and accreditations.***