



Fromefield Manor School



Numeracy - Local Procedure June 2024

Local Procedure Title	Numeracy
Site	Fromefield Manor School
Local Procedure date	June 2024
Local Procedure review date	Sept 2025
Local Procedure Author(s)	Head Teacher (Gemma Drury)
Local Procedure Ratification	Checked and Approved by: Regional Director (Nancy O Regan)

Rationale

All pupils at Fromefield Manor School have an Education, Health and Care Plan (EHCP). The EHCP directs us as to the needs of individual pupils based on their diagnosed issues, e.g., ASD, ADHD or processing difficulties, language difficulties including non-verbal communication, communication disorders and behavioural disorders. The curriculum taught at Fromefield Manor is holistic in its approach and aims to include aspects of what would be considered 'mainstream' curriculum but in a way as to enable every pupil to access the curriculum and make steady, measurable progress as they move through the school.

Should non-English speaking pupils join the school at any time this policy can be adapted to include their needs and enable them to access the curriculum.

Numeracy and its understanding are not just limited to the explicit study of number. Its elements feature in everyday life and as such its importance and the pupils understanding of those practical strands mean that Fromefield Manor School has a responsibility to enable, where possible, all pupils to have access to the practical use of numeracy. This includes understanding and ordering number, subitising, recall number facts, comparing quantities, weighing and measuring and money (cash and card) and developing important skills for life.

Curriculum

As mentioned above, the understanding of number and becoming numerate will inevitably focus on practical skills involving number. The key part of the learning process and so by association the development of the numeracy curriculum has to be holistic and bespoke dependent on the specific needs of the child. Therefore, all the numeracy curricula will be geared towards familiarity, practice and repetition. This will involve, but is not limited to, the following:

- Rhymes and songs
- Use of blocks/ tokens/ toys/ Lego for the purposes of counting
- Use of measuring tools to make comparisons e.g., more than, less than
- The use of water and toys for the purposes of measuring
- Cooking and recipe preparation
- Forest school
- Time and its relevance (given that routine is of paramount importance the impact of this skill cannot be understated)
- Practical life skills experience and opportunities in

Assessment

Pupils will be assessed in accordance with the targets set out in their EHCP. This will be reviewed on a daily/ weekly/ termly and annual basis using the B² Assessment tool.

Feedback

When working with pupils with SEN feedback is of critical importance. It forms the basis of their next steps and is imperative as a method of reinforcing/ encouraging good habits/

work/ efforts and discouraging poor or less effective efforts and therefore each pupil's range of success will differ according to both their ability, target and need.

Differentiation

All pupils learning will be differentiated according to their EHCP. Therefore, all work/tasks will be set according to need thus forming a bespoke curriculum for each and every child in our care.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
12/03/2025	M Watch	PDA removed P.2 Rationale B ² included P.2 Assessment