



PRIMARY SCHOOL:

What should I do if I think a learner has maths learning difficulties or dyscalculia?

Collect background information: Are there any co-occurring difficulties? Has the child had support already? Have environmental factors impacted on learning e.g. missed schooling/gaps in high quality teaching?

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Observe learner in class: in different contexts /and specifically in maths lessons.

Hold discussions with learner and others involved with learner (parents, Teacher(s), TA, SENCO/inclusion manager, maths co-ordinator).

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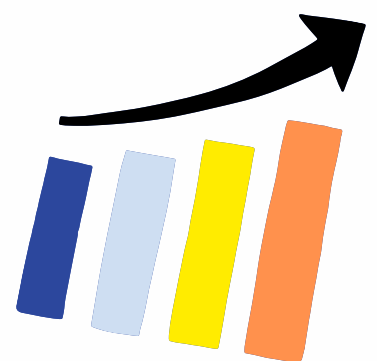


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Carry out informal or curriculum based assessments: Collate information from any school based or key stage assessments. Is the learner performing in line with peers? Is the learner able to perform age related mathematical tasks successfully? Use assessment outcomes to inform intervention.

Provide support: Create SMART targets based on strengths and difficulties identified. Using a response to intervention framework, try out an evidence informed Tier 2 (could be small group) intervention and teach strategies to support. Monitor progress.

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Use a dyscalculia checklist or screener to identify areas for intervention and provide a more specialised (Tier 3/could be 1:1) intervention .
*Check our list of recommended screeners.

Refer for a formal diagnostic assessment from a qualified professional (e.g. EP with maths experience or a Specialist Assessor with AMBDA & APC dyscalculia (level 7) qualifications).

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