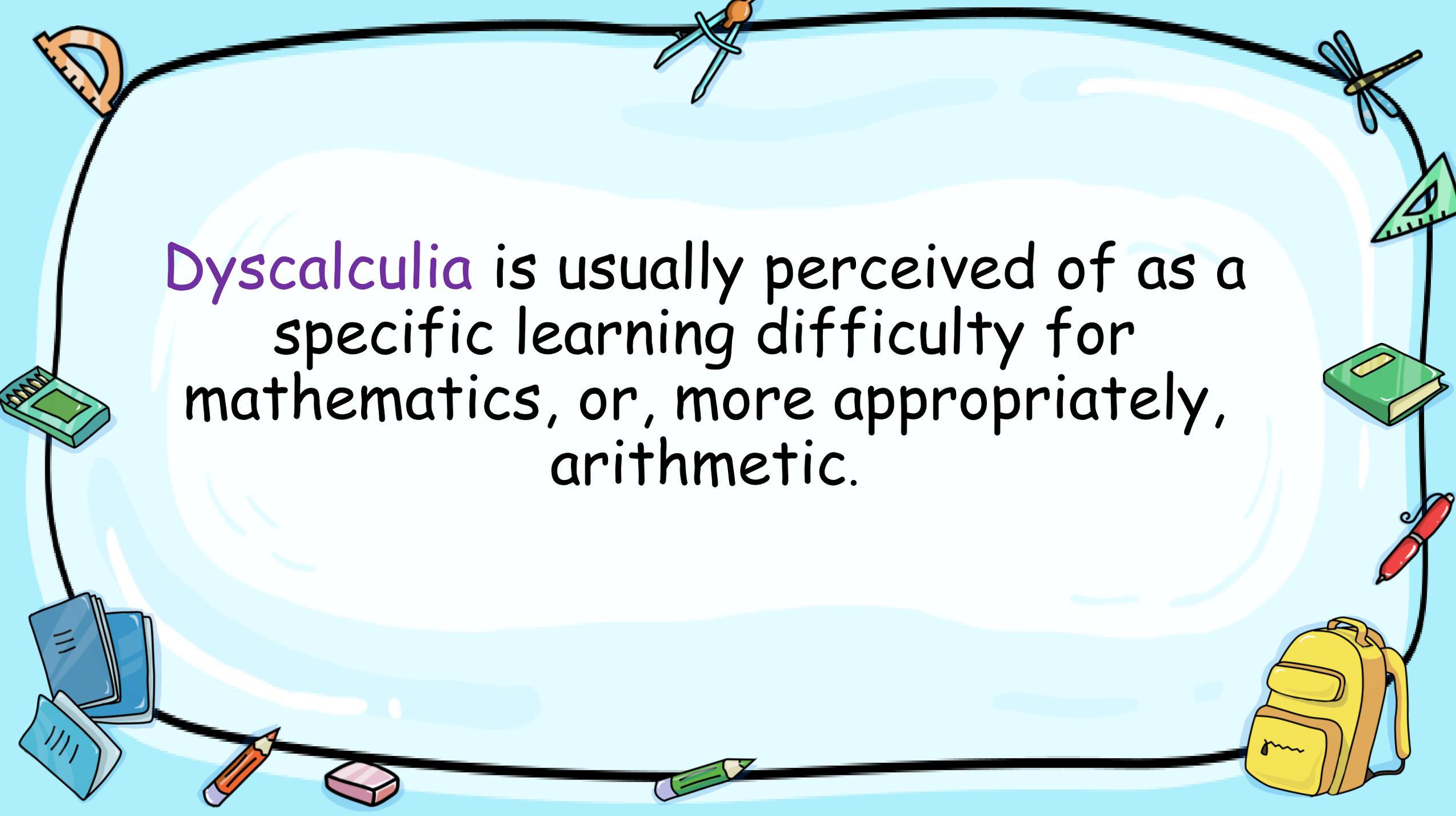


Identification of **dyscalculia**
and the supporting
mechanisms for children with
mathematical learning
difficulties



Dyscalculia is usually perceived of as a specific learning difficulty for mathematics, or, more appropriately, arithmetic.

TERMS

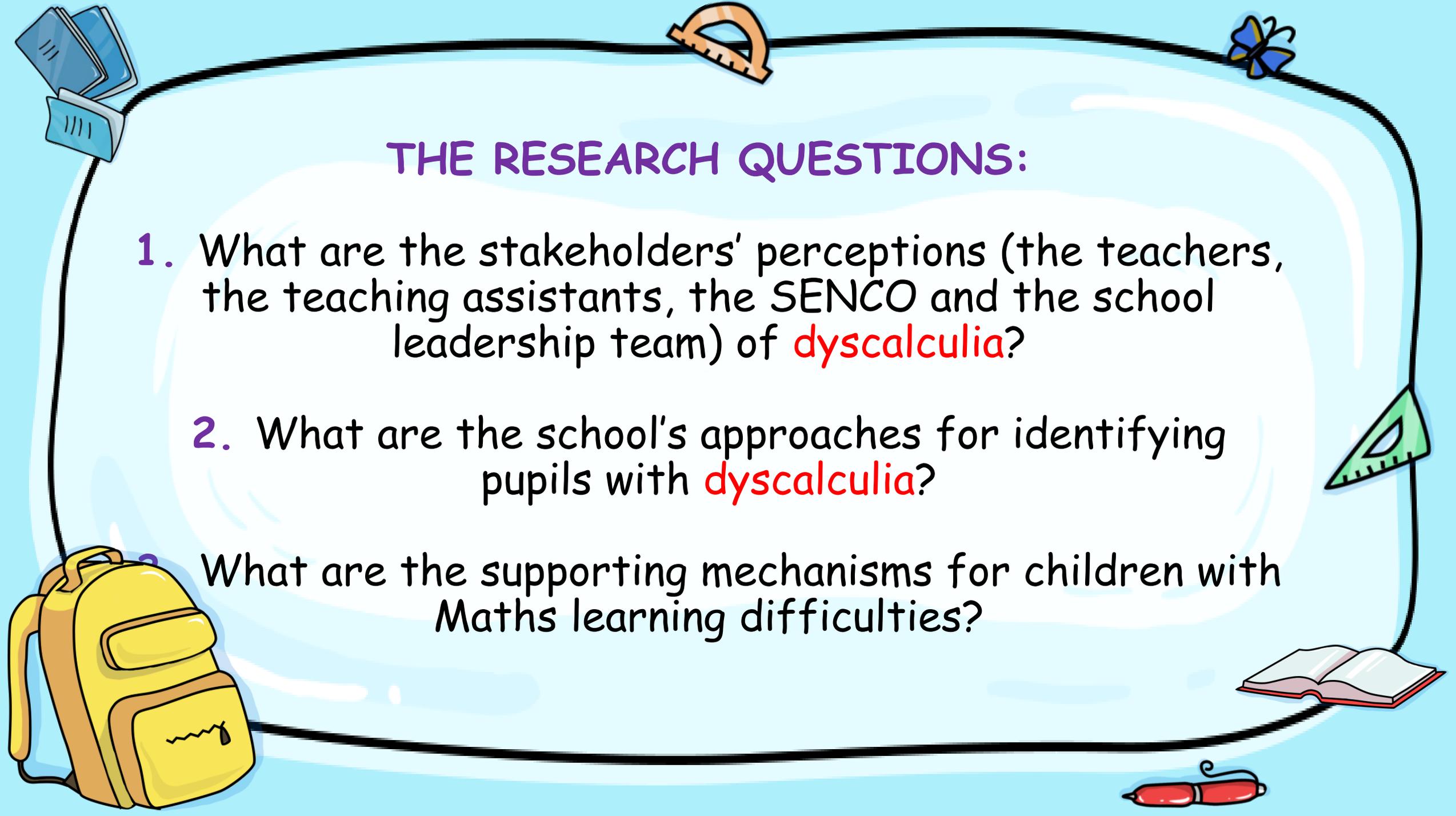
Special educational needs (SEN)

Special educational needs coordinator
(SENCO)

a special needs teacher or a learning support
assistant'

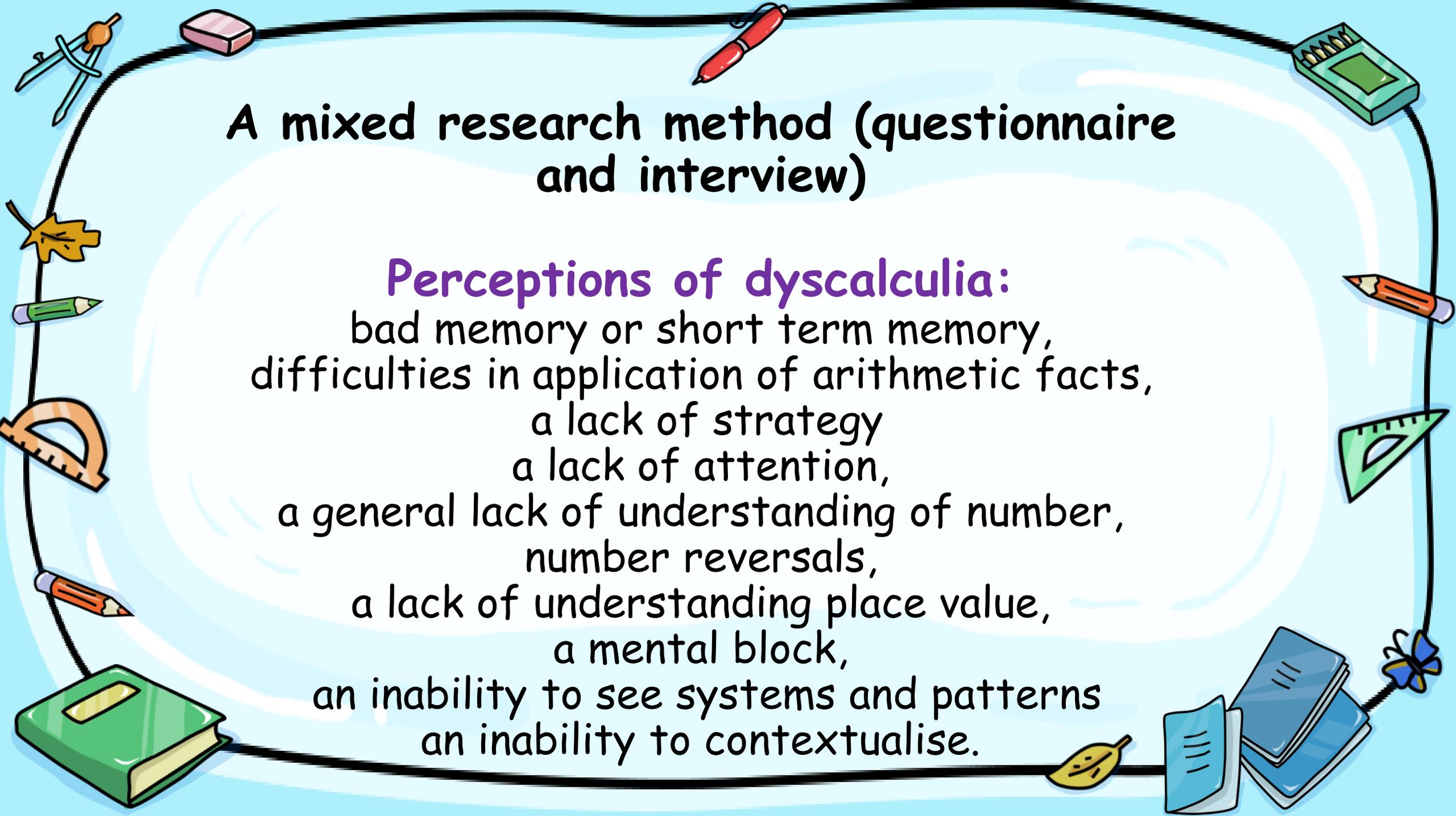
the Code of Practice (2001)

School Action and School Action Plus



THE RESEARCH QUESTIONS:

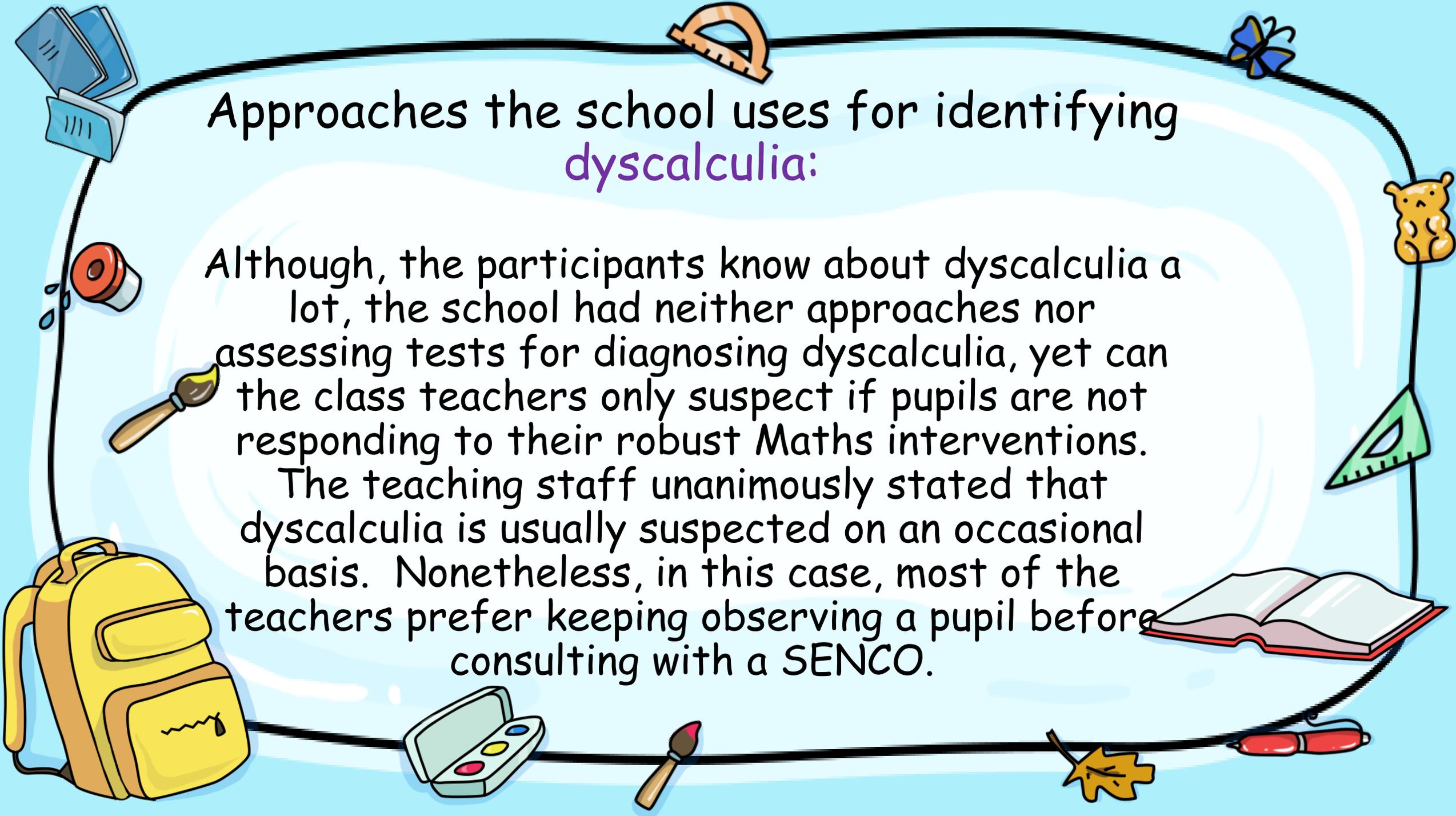
1. What are the stakeholders' perceptions (the teachers, the teaching assistants, the SENCO and the school leadership team) of **dyscalculia**?
 2. What are the school's approaches for identifying pupils with **dyscalculia**?
- What are the supporting mechanisms for children with Maths learning difficulties?



A mixed research method (questionnaire and interview)

Perceptions of dyscalculia:

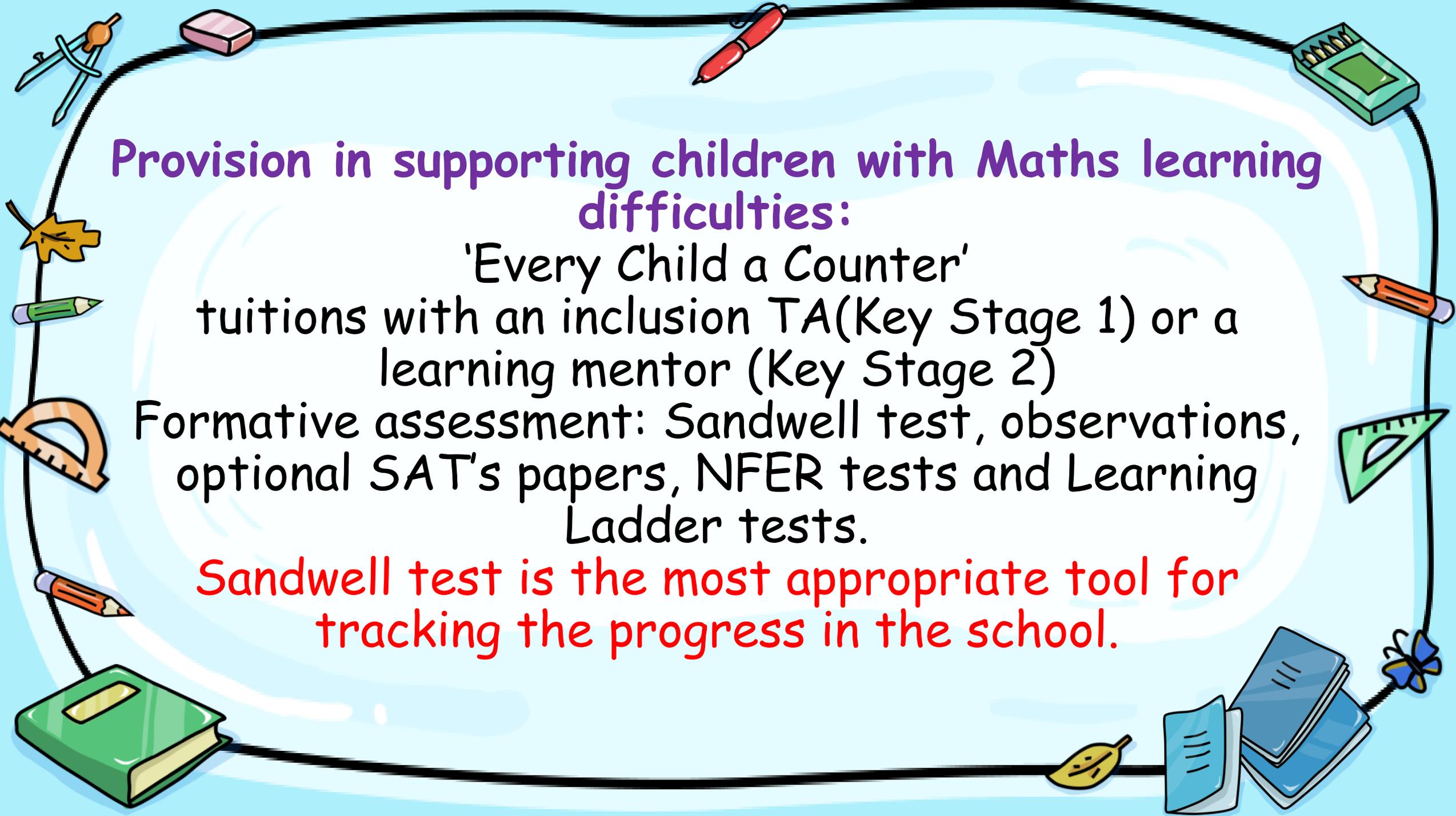
bad memory or short term memory,
difficulties in application of arithmetic facts,
a lack of strategy
a lack of attention,
a general lack of understanding of number,
number reversals,
a lack of understanding place value,
a mental block,
an inability to see systems and patterns
an inability to contextualise.



Approaches the school uses for identifying dyscalculia:

Although, the participants know about dyscalculia a lot, the school had neither approaches nor assessing tests for diagnosing dyscalculia, yet can the class teachers only suspect if pupils are not responding to their robust Maths interventions.

The teaching staff unanimously stated that dyscalculia is usually suspected on an occasional basis. Nonetheless, in this case, most of the teachers prefer keeping observing a pupil before consulting with a SENCO.



Provision in supporting children with Maths learning difficulties:

'Every Child a Counter'

tutions with an inclusion TA (Key Stage 1) or a learning mentor (Key Stage 2)

Formative assessment: Sandwell test, observations, optional SAT's papers, NFER tests and Learning Ladder tests.

Sandwell test is the most appropriate tool for tracking the progress in the school.

Sandwell test

Question 11

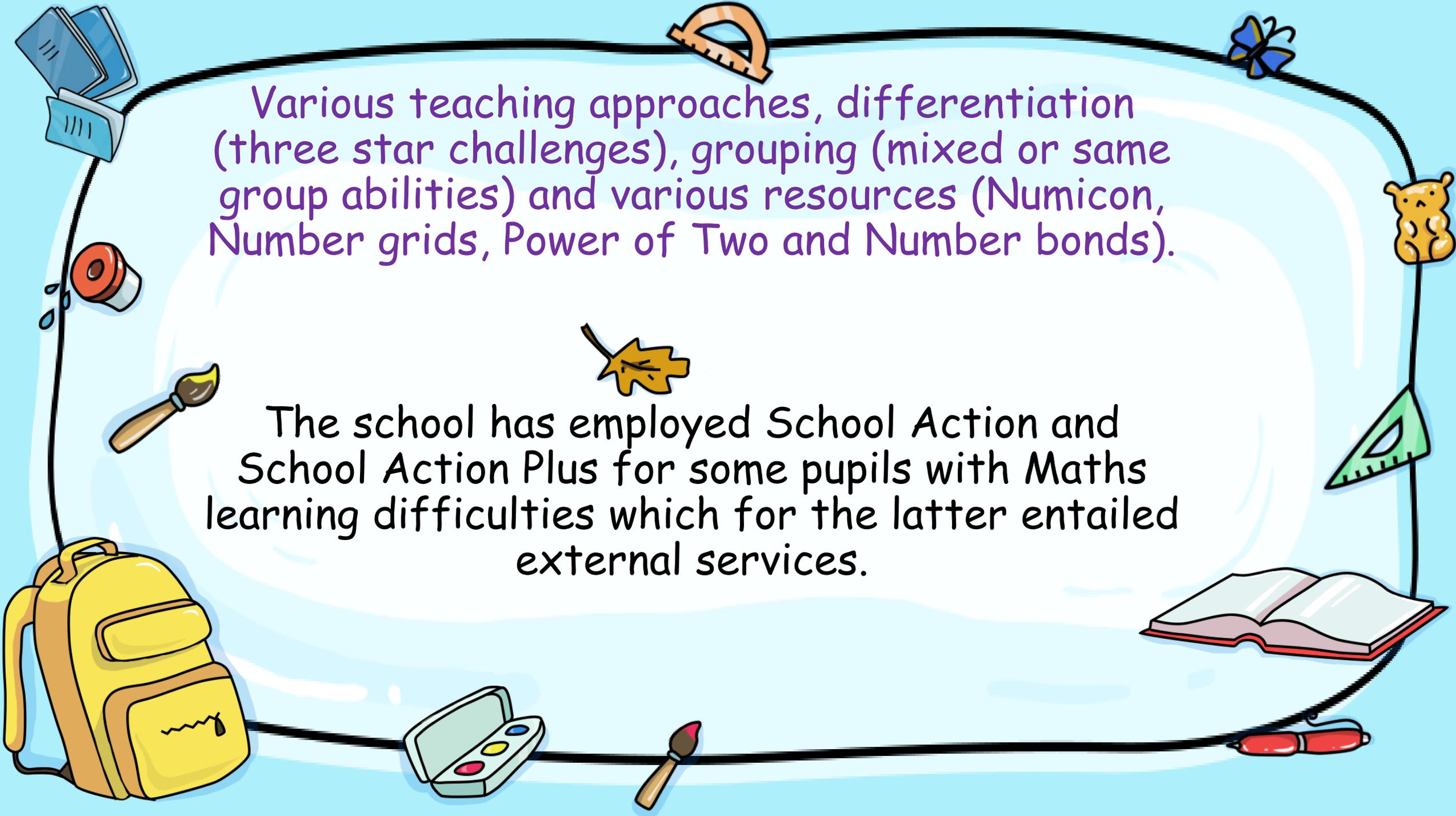
Join the numbers to the dice with the same number of spots.

0	
1	
2	
3	
4	
5	

Question 24

Look at the cakes and look at the number in the box opposite. Look at the fish: what number should go in the box? Write it in the box. Repeat with the rest of the examples.

	5
	
	
	
	
	



Various teaching approaches, differentiation (three star challenges), grouping (mixed or same group abilities) and various resources (Numicon, Number grids, Power of Two and Number bonds).

The school has employed School Action and School Action Plus for some pupils with Maths learning difficulties which for the latter entailed external services.

NUMICON



Thank you!

