

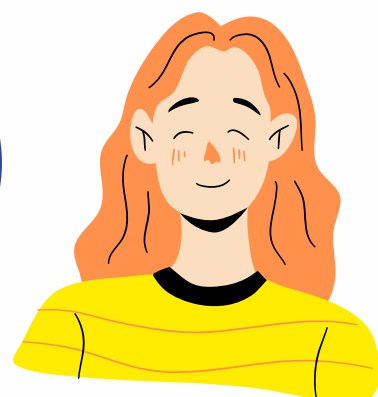


SECONDARY SCHOOL:

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

Pupil's Maths teacher to observe learner in maths lessons and identify any pupils struggling to keep up with peers and to access the KS3/KS4 curriculum.

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Carry out informal or year group/curriculum based maths assessments: Collate information from any prior school based or key stage assessments. Is this learner: Performing in line with peers? Able to perform age related mathematical tasks successfully? Has any co-occurring difficulties? Use assessment outcomes to inform specific targets for 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' intervention in class (e.g small group support). Monitor progress.

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If pupil remains a concern after at least a term of support alert the SENCo/inclusion co-ordinator and Maths HOD. *If the school has pupils organised in ability groups it may be especially important to monitor pupils in lower ability groups.

Use a dyscalculia checklist or screener to identify specific areas for targeted intervention. *Check our list of screeners.

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Maths teacher and SENCo to hold discussions with learner plus others involved with learner and discuss outcomes of screener (e.g. parents, other subject teacher(s), TAs, SENCO/inclusion manager, maths HOD) and provide a more personalised intervention/possibly 1:1 ('Tier 3').

If concerns continue following delivery of a more personalised intervention; refer for a formal diagnostic assessment to a qualified professional (e.g. EP with maths experience or a Specialist Assessor with AMBDA & APC dyscalculia (level 7) qualifications.

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