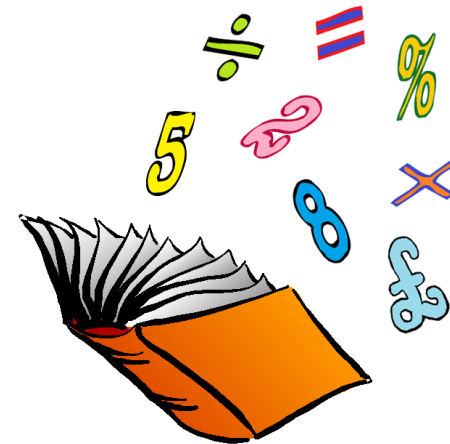


Dyscalculia

For further information

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Information for Parents/Carers

What is Dyscalculia?

Many people may experience difficulty with maths. However, when these difficulties persist despite effective learning and teaching and supportive interventions, there may be a specific learning difficulty. As yet there is no universally agreed terminology to indicate Dyscalculia. However, East Ayrshire has adopted the following definition:

Dyscalculia may affect a pupil's ability to:

Acquire arithmetical skills.

Understand **simple number concepts**

Gain an intuitive **grasp of numbers**

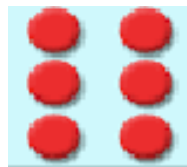
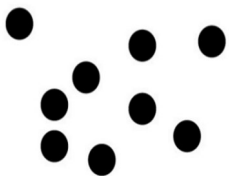
Learn number facts and procedures.

Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

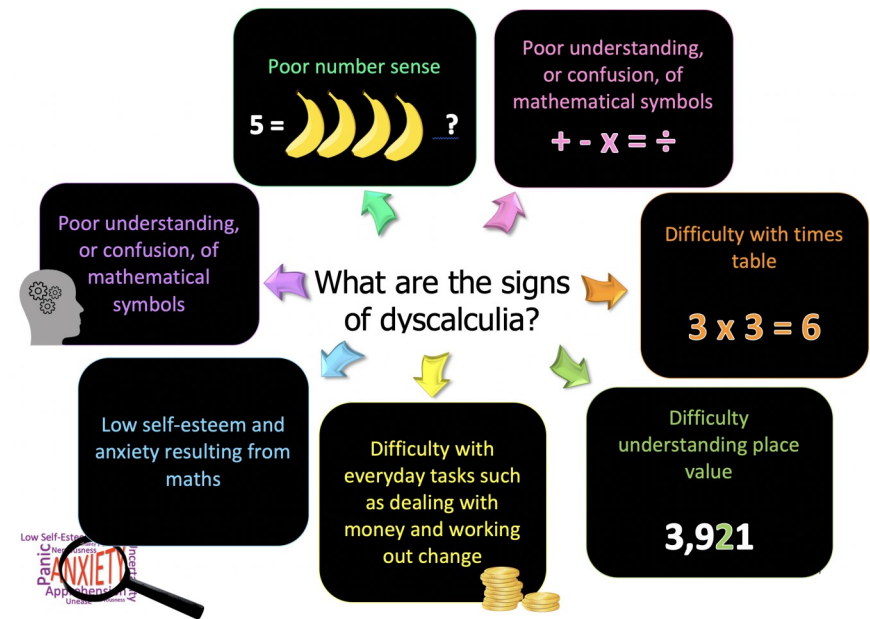
(Adapted from **DfES**, 2001)

Dyscalculia is associated with a difficulty with two numerical concepts.

Subitising: (the ability to identify how many objects there are without counting them).



Number sense: (the ability to determine whether one group has more objects, or is bigger than the other).



Identification and Support

Identifying and assessing dyscalculia is an ongoing process.

Information is gathered over a period of time through classroom observations, looking at the child's/young person's work and class based assessments rather than a single test.

Discussion and working together is a key part of the assessment process and participants may include School ASN Co-ordinator, Class Teacher, Parents, East Ayrshire Support Team and the Education Psychologist.

Gathered evidence is discussed and appropriate supports are put in place.

Progress is reviewed regularly.