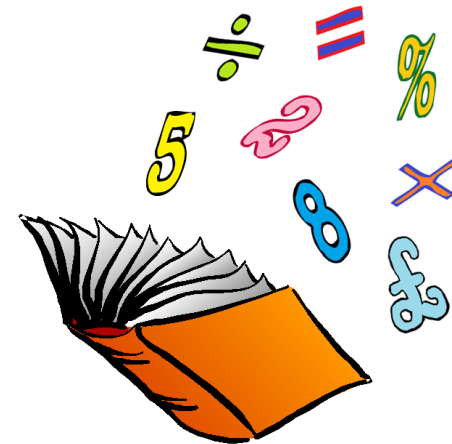


# Dyscalculia

## 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.

The following working definition of dyscalculia has been developed by the Scottish Government, Dyslexia Scotland and Dyscalculia National Working Group in East Ayrshire supports this working definition of dyscalculia.

“Dyscalculia is a neurodevelopmental learning difference which can co-occur with a range of other specific learning needs”

Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities. It is distinguishable from other challenges associated with numeracy and mathematics due to the:

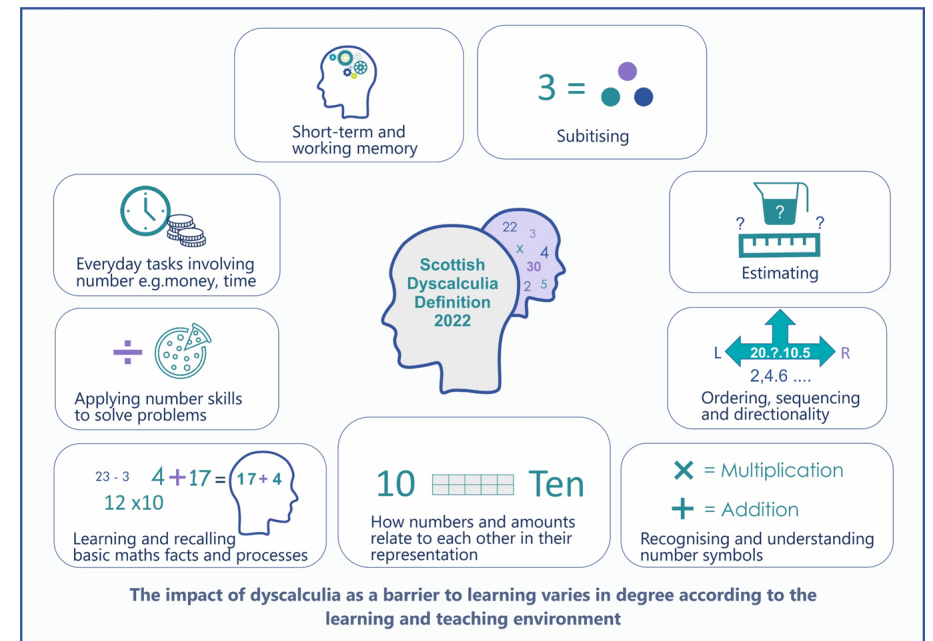
- Persistent inability to understand and or retrieve numerical facts from memory
- Use of underdeveloped procedures and processes
- Severity of difficulties with number sense.

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.