

INFORMATION AND RESOURCES



ADDvanced Solutions
Supporting you to find the answers

Supporting Maths Learning Difficulties (MLD) and Dyscalculia

In school, SENCOs and teachers should ensure that targeted support is provided in the classroom to allow pupils to access the maths curriculum through differentiated activities, multi-sensory teaching and resources to scaffold learning.

If there are still concerns about progress, an assessment for MLD/dyscalculia can be completed. This can be done informally with parents, teacher, support staff and the child contributing to complete a checklist for dyscalculia, discussing which criteria best fit to create a picture of where the child is now in their learning. There are further online assessments that teachers can use to help identify any needs your child/young person may have around maths.

If a child is diagnosed with dyscalculia, they should be able to access specialist teaching by an Approved Teacher Dyscalculia (ATD) via an Education Health Care Plan. This would consist of personalised weekly intervention lessons, building on skills of memory, language metacognition and communication through maths.

Use colour coding for homework to help them to remember and make connections. You could also look at the increasing range of videos and online games that support maths learning.

At home you can support by bringing maths into everyday activities – counting and sharing things out and using numbers at every opportunity will help your child/young person to become familiar with basic concepts. Playing games and supporting them around scoring is another way to familiarise children with numbers. Some suggestions would be matching games, mystery games (to practice logic), number strategy games such as Uno and games like Monopoly which help practice money and resources management skills.

Choose games that have the right level of challenge so that they are not too boring, but not frustrating either.

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If you're helping your child or young person with their homework, give them time to process the questions/information. Limit the number of instructions, and break them down into short, simple steps.

Ask your child/ young person's teacher to send an outline of topics, and any new maths words that your child may need to learn. You could help them put new words in a colour coded organiser corresponding to what is being taught in school.

Let them speak out their thinking if it helps them, and let them use equipment – blocks, counters, shapes, to help them work out the answers to problems. They may need to take up a lot of space on their page when working out the answers.

If you can, work with the school staff to develop strong links to support your child/ young person. Ask your child's teacher to send home any supporting information that you could use to support and encourage them, including specific techniques and methods they are expected to use. They may have 'got it' in school but have completely forgotten by the time they have settled to do their homework, and may need a reminder.

Working together in this way will strengthen our child's experiences of the learning, significantly improving their self-esteem, their attitude towards and enjoyment of maths as well as their achievement.

Helpful Websites:

The British Dyslexia Association bdadyslexia.org.uk

The Dyscalculia Information Centre dyscalculia.me.uk

Steve Chinn's website stevechinn.co.uk/dyscalculia/the-dyscalculia-checklist

youcubed.org – Co-founded by Dr Jo Boaler, a British professor of education at Stamford University.

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