|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scottish Dyscalculia Observation and Planning Tool -** Access the Scottish working definition of dyscalculia.  This observation and planning tool provides opportunities to focus on the associated characteristics of dyscalculia. Use this tool to aid discussions, record areas of strengths, difficulties and next steps. The information can be used within the dyscalculia identification pathway and to evaluate progress within an agreed time scale. | | | | | | | | |
| **Name** |  | **Class** |  | **School** |  | | **Date** |  |
| **Subitising - immediately recognising quantity without counting.** | | | | **Estimating.** | | | | |
| **Short-term and working memory.** | | **Scottish Working**  **Definition**  **of Dyscalculia** | | | | **Ordering, sequencing and directionality.** | | |
| **Everyday tasks involving number e.g. money, time.** | | | | **Recognising and understanding number symbols.** | | | | |
| **Applying number skills to solve problems.** | | | | **How numbers and amounts relate to each other in their representation.** | | | | |
| **Learning and recalling basic maths facts and processes.** | | | | | | | | |
| **Learning Environment** | | | | | | | | |
| **Next steps** | | | | | | | | |