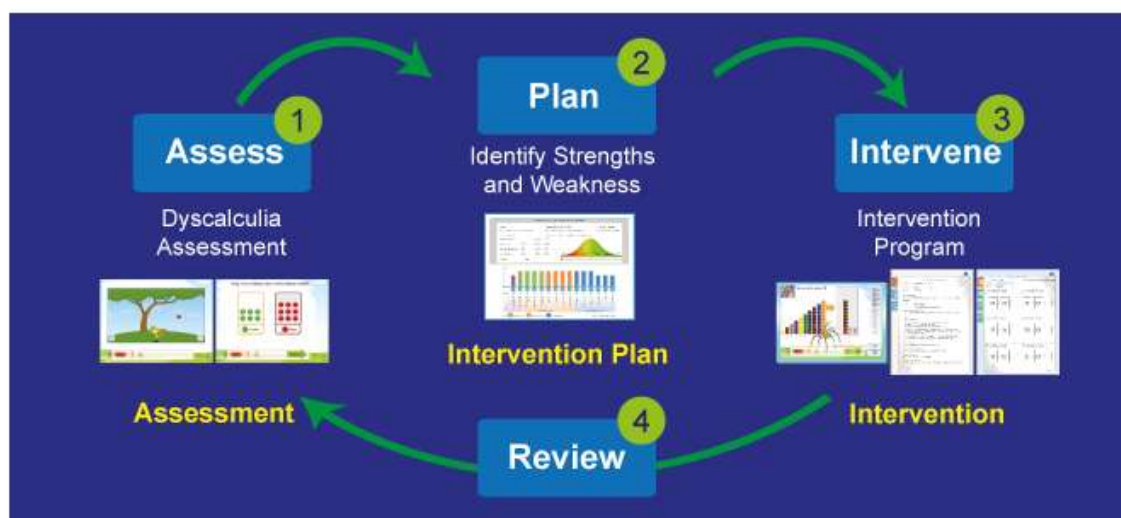


Dynamo Maths information

At St Edward's we are using Dynamo Maths - this programme aims to support pupils at risk of developmental dyscalculia and pupils performing significantly below their peers in maths.

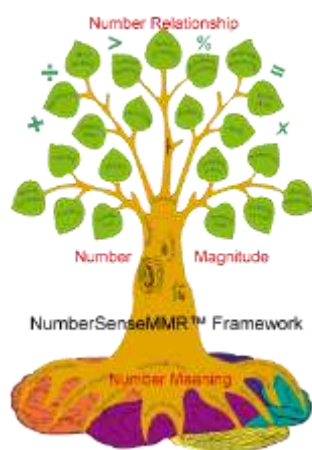
The programme uses a **graduated approach** as recommended by the SEND Code of Practice using four important stages:



This process and layout mean that teachers and specialists can follow the **graduate approach from assessment to intervention**.

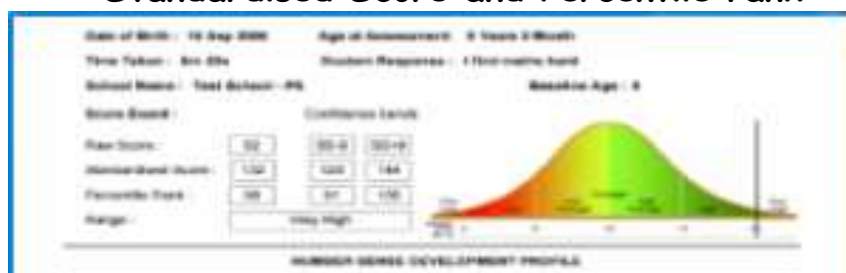
The Program uses the **researched and validated NumberSenseMMR** framework to identify:

1. **Symptoms of dyscalculia and/or**
2. **Maths developmental delays**



The assessment drives the intervention and delivers:

- **Standardised Score and Percentile rank**



Put own one

- **Individualised Number Sense Developmental Profile**



- **Individualised Support Plan with a Scheme of Work signposted to Dynamo Intervention**

PERFORMANCE PROFILE			
Name: Alissa Wright Age: 12 Gender: Girl			
Assessment Date: 12 Nov 2016 Time Taken: 3m 45s Number responses: 4 first number heard			
STRENGTH	PERFORMANCE (Number of correct answers out of 10)	SCORE	INTERVENTION PROGRAM (Dynamo Intervention)
Visual and Spatial Orientation This part of the assessment involves looking and pointing using your sense of directionality. It is a visual task and involves looking at different parts of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	This involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	5	Skills covered
Visual discrimination and approximation This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	This involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	5	Skills covered
Number as symbols: Single digit This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	This involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	5	Skills covered
Counting Counting is a complex skill which involves a number of different skills. It involves understanding the concept of number, understanding the relationship between numbers, and understanding the relationship between numbers and objects. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	This involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	5	Counting skills 1-10 Number 10-15 Counting skills 1-10 Number 10-15
Number as symbols: Double digit This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	This involves looking at different parts of the screen and pointing to the correct part of the screen. The task requires visual attention, visual discrimination, visual memory and visual spatial reasoning. This part of the assessment involves looking at different parts of the screen and pointing to the correct part of the screen.	5	Counting skills 1-10 Number 10-15 Counting skills 1-10 Number 10-15

At St Edward's, the Assessment Lead/DHT gives all copies of the assessment report which includes the standardised score, percentile rank, individualised number sense developmental profile and the support plan with their scheme of work to the:

*Class teacher

* SENCO

* Inclusion Lead

This ensures that all staff working with the child are aware of the child's needs.