# Understanding and Overcoming Difficulties in Mathematics

## For what age?
Primary school aged pupils and those in KS3 with significant difficulties

## At what level?
For staff who work with and support children and young people experiencing difficulties in mathematics

## Why does mathematics matter?
- Difficulties in mathematics are linked to greater risks of exclusion and truancy; increased risk of involvement with the Criminal Justice System; increased health risks and costly SEN provision.
- Poor numeracy skills are associated with negative effects on life outcomes including low-economic wellbeing, low self-esteem and risk of depression.
- Surveys suggest that 1 in 4 adults and 1 in 3 16-19 year olds are functionally innumerate.
- If the UK economy is to continue to grow and young people are to compete in the international job market, they need to be taught skills and knowledge related to Science, Technology, Engineering and Mathematics (STEM).

## Children experiencing difficulties in mathematics need to be supported by staff who:
- Have a clear understanding of the trajectory of skills needed to develop mathematical competence and are able to structure the teaching of mathematical skills in an appropriate order of progression,
- Have a clear and detailed understanding of how to identify a child’s strengths, needs, and potential barriers to learning mathematics,
- Understand the features of effective, evidence-based intervention,
- Are appropriately trained to manage and deliver personalised interventions.

## How will this training help children and young people?
Based upon research and evidence, this training explores the following:
- What skills do children and young people require in order to develop mathematical competence?
- What types of difficulties can children and young people experience in mathematics?
- How can staff identify and support children and young people experiencing difficulties in mathematics?
- The importance of assessment for learning and intervention.
- What makes a good intervention?

It also provides delegates with an opportunity to discuss and share good practice with other professionals.

## What do teachers say?
I think it will be easier to overcome difficulties.
I have a better understanding of how to assess for group and appropriate interventions.

## Where can I access training?
To access centralised training for this course, including at the TaMHS Conference if appropriate, please visit [www.northamptonshire.gov.uk/TaMHS](http://www.northamptonshire.gov.uk/TaMHS). Training at your school, or within clusters, for your staff can be commissioned from the Educational Psychology Service by contacting the TaMHS Administrator: [tamhs@childrenfirstnorthamptonshire.co.uk](mailto:tamhs@childrenfirstnorthamptonshire.co.uk) or by speaking to your Link Educational Psychologist.