**Title:** Considerations for a definition and guidance for assessors of a SpLD in mathematics and Dyscalculia

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**Purpose**: The purpose of the working group was to consider research published since the last definition (2019) to:

* Revise the definition of dyscalculia and produce updated guidance for the assessment of maths difficulties
* Reach consensus of the working group and other parties with expertise in this field.
* Reduce the potential for over-identification of dyscalculia as opposed to more general maths-related difficulties.
* Consider the range of tools available for assessment and when and how qualitative assessment might be used

**Method:** In 2023, SASC set up a working group with representatives from:

* specialist university departments in mathematical cognition or maths anxiety.
* Professional bodies of specialist teachers/assessors
* Course providers of dyscalculia/maths difficulties qualifications
* Psychologists and specialist teachers
* Key figures within the field

The group met several times to discuss and produce a draft definition and guidance. A survey was circulated to a wider group of interested parties in order to reach consensus.

A sub-group was established to produce guidance on maths anxiety.

**Results/conclusions:**

Consensus was reached (more than 80%) on 30/33 statements which were then incorporated into the new definition. This was constructed to mirror the (Delphi) definition of dyslexia adopted by SASC in February 2025. The definition considers dyscalculia as a sub-category of a SpLD in mathematics and recognises the challenge of distinguishing dyscalculia from other difficulties in mathematics.

New guidance on assessment is due to be published in March 2025. A report of the working group which considers the challenges in defining dyscalculia is due in April/May.