

What support can your child's primary school actually give?

The letters explained in plain words. Names, levels and group sizes vary by school, so use this to ask better questions, not to assume.

Good to know: you do **not** need a diagnosis to join most of these. Schools decide through Primary 1 screening, teacher observation and test results. A formal report is mainly needed for exam access arrangements.

LSP

Reading & spelling · P1–P2

Learning Support Programme for early reading and spelling.

Done differently: Small group outside class, back to sounds and word recognition, lots of repetition.

LSM

Maths · P1–P4*

Learning Support for Maths, screened at Primary 1.

Done differently: Small group with objects and structured worksheets; diagnostic questions find exactly where it breaks.

SDR

Dyslexia · about P3–P4

School-based Dyslexia Remediation.

Done differently: Explicit, multi-sensory reading and spelling teaching at a slower pace by MOE-trained teachers.

RRP

Comprehension · about P3–P4

Reading Remediation Programme for children who read but do not understand.

Done differently: Teaches strategies directly: predict, question, find the main idea, re-read.

MTSP

Mother tongue

Mother Tongue Support Programme. Parents report a Chinese version called ABLE (unconfirmed).

Done differently: Small pull-out groups, basics first, slower pace for pupils weak in the language.

TRANSIT

Primary 1 settling in

Support for children adjusting to Primary 1.

Done differently: Smaller classes and extra adult attention early in the year (to Term 3 or 4, ask your school).

Circle of Friends

Social & behaviour

Classmates guided by the SEN officer to include and support a child.

Done differently: Works on the peer group, not only the child. Not every school uses it.

SEN officer & trained teachers

People

At least 2 SEN officers per primary school; 5–10 teachers trained in special needs.

Done differently: They plan adjustments, coordinate programmes and link you to outside help.

*MOE sources differ: the learning support page says P1–P4, the 2025 Parent's Guide says P1–P2. Sources: MOE learning support and SEN support pages, parliamentary replies 2022–2026, school websites. General guidance; confirm with your school.

Support in Singapore mainstream primary schools · 小学特需支援图

What your child may be offered, by level and by type of need. Names, levels and group sizes vary by school.

	P1 age 7	P2 age 8	P3 age 9	P4 age 10	P5 age 11	P6 age 12 · PSLE
 English reading & spelling Dyslexia · weak literacy	LSP Learning Support Programme. Small group, sounds, word recognition, spelling		SDR (dyslexia) · RRP (comprehension). Small group, MOE-designed strategies		Mostly in-class Teacher adaptations; ask about access arrangements for exams	
 Maths Number sense · dyscalculia	LSM Learning Support for Maths. Screened at P1; small groups with objects and structured worksheets. <i>MOE sources say P1–P4 (one says P1–P2): ask your school</i>				Remediation After test results at some schools	
 Mother tongue Chinese · Malay · Tamil	MTSP Mother Tongue Support Programme (parent reports a Chinese version called “ ABLE ”, unverified). Small pull-out groups for pupils weak in the language, slower pace, basics first					
 Social & behaviour ADHD · autism · anxiety	Circle of Friends (not all schools) · SEN officer coaching · school counsellor. Peers guided to include and support; adults plan calm spaces, breaks and consistent responses					
 Transitions & people Who coordinates	TRANSIT P1 settling-in; smaller classes early on	SEN officer (at least 2 per primary school) + teachers trained in special needs (5–10 per school); educational psychologists & REACH for complex needs				P6 → Sec 1 Hand-over plan

How to read it: solid bars are typical windows; dashed bars are less formal or school-specific. A diagnosis is **not** needed to join LSP or LSM; screening, teacher observation and school referral decide. A formal report is usually needed for exam access arrangements and some other supports. **Ask the school:** which programme, which level, how many in the group, which lessons are missed, how progress is shared.

Sources: MOE learning support, SEN support in mainstream primary schools, parliamentary replies (2022–2026), MOE Parent’s Guide 2025, school websites. General guidance; confirm with your school.

Questions to ask, and what to bring

Tick them off as you go. You do not need to wait for an assessment to ask. Asking before the year starts gives the school time to arrange support.

About the programme

- ☐ Which programme will my child join, and at which level?
- ☐ How many children are in the group? How often does it meet?
- ☐ Which lessons will my child miss?
- ☐ Who teaches it? How is it different from the regular lesson?
- ☐ How will I hear about progress, and how often?
- ☐ What happens when my child exits?

About people & plans

- ☐ Who is my child's SEN officer, and what if they leave?
- ☐ Who is my one named contact for day-to-day issues?
- ☐ Is there a calm space or a break option?
- ☐ How are difficult behaviours handled, and how will I be told?
- ☐ Is Circle of Friends or peer support used here?
- ☐ What is the plan for exams, and for P6 to Sec 1?

Bring with you

- ☐ The one-page learning profile (next page)
- ☐ Any assessment or doctor's report
- ☐ Recent school reports and work samples
- ☐ Notes on what works at home
- ☐ This kit's tracker (last page)

Three phrases that help

"What exactly will be done, by whom, and how often?"

"Could we write that down, so we all remember the same thing?"

"What helps at home that I can share with the teacher?"

Remember: teachers often have many different needs in one class. A short, kind, practical note about what works, and a thank you when it helps, builds the partnership your child needs.

If you are told "we'll keep an eye on it"

Ask: by when, who will watch, and what will you do if there is no change? Then agree a review date, such as after one term, and write it here:

My child's one-page learning profile

Short, specific and kind. Fill it in once and update each year. Keep it to what a busy teacher can read in two minutes.

CHILD'S FIRST NAME · CLASS · YEAR

STRENGTHS AND INTERESTS (what they are good at, what lights them up)

WHAT HELPS (instructions, seating, breaks, how to give feedback)

WHAT DOES NOT HELP (triggers, words, situations)

HOW MY CHILD SHOWS STRESS, AND WHAT CALMS THEM

LEARNING NEEDS · SUPPORT ALREADY IN PLACE (programmes, access arrangements, therapy)

HOME ROUTINES THAT WORK (morning, homework, bedtime)

BEST WAY TO REACH ME · MY GOALS FOR THIS TERM

Tip: use the child's own words where you can, such as "I need to move before I can focus." Share a copy with the SEN officer, form teacher, subject teachers, student care and tuition.

Programme tracker and meeting log

One page that remembers for you, so you are not the only one carrying the story from teacher to teacher.

Programmes my child is in

Programme	Level / term	How often	Taught by	Progress / review date

Meeting and follow-up log

Date	Who we met	What was agreed (what, by whom, how often)	Review by

If it is not working

- ☐ Ask for a meeting with the SEN officer
- ☐ Share the profile and your log
- ☐ Ask what else can be tried this term
- ☐ Ask about school counsellor or psychologist input

Need more help?

Email hello@strugglesmart.sg or visit strugglesmart.sg. Our starter kits on mornings, meltdowns, homework, after-school crashes and bedtime help at home.