Paediatricians and other doctors are increasing facing children with learning difficulty (LD) referred by schools – often labelled as “Slow Learner”, hoping to detect children who have diagnosable conditions which prevent them from performing well in studies. This paper aims to:

- discuss the definition of “Slow Learner” and its implication.
- briefly describe the schools’ screening process (LINUS programme).
- present our experience in assessing children with LD.
- describe the non-verbal ability of school children with LD and their clinical diagnosis.
- discuss the way forward in helping children with LD – health, education, and social-welfare.

Literature has supported the link between adult health outcome and their childhood learning experience. Students’ performance (especially academic) has been earmarked as one of the government’s key performance indicator. Children with LD hence required detailed assessment and accurate diagnosis which incorporated their strengths and difficulties, and be helped with an individualised educational programme to realise their potential. This requires a team effort and multi-disciplinary input.