Gateway Level 5

Teaching and Assessing Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy

Aims of the Course

This qualification has been developed to recognise candidates' skills, knowledge and understanding of the Special Educational Needs sector and their ability to deliver effective teaching sessions to learners with dyslexia/specific learning difficulties.

The Level 5 Diploma aims to:

- develop candidates' understanding of specific learning differences and barriers to literacy (dyslexia) affecting learning and cognition;
- develop candidates' understanding of the context of learning and of the national and regional policies which affect SEND policies and provision within their own workplace;
- develop candidates' ability to identify and assess the needs of learners with specific learning differences and barriers to literacy, using observation and evidence-based assessment;
- develop candidates' ability to plan, deliver, review and evaluate effective teaching programmes for learners with specific learning differences and barriers to literacy, both in individual and small group settings;
- plan, deliver and evaluate programmes which include both literacy and numeracy, and to understand how difficulties with language and literacy will affect the development of numeracy skills;
- develop candidates' ability to work with others in supporting learners with specific learning differences;
- develop candidates' professional values and commitment to professional standards.

Target Group

These qualifications are designed to provide a route for continued professional development for teachers and other professionals working within one phase of educational provision – primary, secondary or adult who support learners with dyslexia and/or specific learning differences and barriers to literacy and numeracy acquisition.

The target group is likely to include:

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- Classroom teachers and learning support staff in schools
- Learning support tutors and trainers in FE and/or basic skills training
- Qualified teachers who work as independent practitioners
- Learning support tutors in HE Institutions
- Speech and Language Therapists and other health professionals working in an educational setting
- Chartered/graduate psychologists

Entry Requirements

There are no formal entry requirements for these qualifications. However, they are designed for qualified practising and experienced teachers and other professionals who hold recognised professional qualifications.

Although Gateway Qualifications promotes open access to all qualifications, in practice, candidates who do not have a professional background in providing learning support may find it difficult to access opportunities to generate the full range of evidence required to achieve the full qualification. Candidates will need access to learners who experience difficulties in literacy and permission from senior management in order to carry out the practical elements of the qualification.

Candidates should possess an appropriate level of learning support experience and should have unrestricted access to appropriate teaching and assessment practice.

It is anticipated that candidates will have a high level of skill and be working at or above the equivalent of Level 3 in the following core skill areas: literacy, numeracy and ICT.

Progression

Candidates completing the Level 5 Diploma may be able to progress to the Gateway Qualifications Level 7 Diploma in Teaching and Assessing Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy.

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They may also advance to job roles which require the ability to teach learners with specific learning differences/barriers to learning.

Unit 1   Understanding the context of legislation and guidance with regards to Special Educational Needs and Equality in relation to dyslexia and/or specific learning differences and barriers to literacy

Learning Outcome 1 Understand Special Educational Needs and Equality national legislation, policies and procedures in the context of dyslexia and/or other specific learning differences and barriers to literacy

- Explain current policy, legislation and guidance documents relevant to one phase of education.
- Explain national Special Educational Needs and Equality legislation, policies and procedures with particular reference to dyslexia and/or specific learning differences and barriers to literacy.
- Explain the impact of the implementation of national legislation, policies and procedures for Special Educational Needs on individuals with dyslexia/specific learning differences or barriers to literacy.

Learning Outcome 2 Understand how national Special Educational Needs and Equality legislation is implemented locally.

- Explain how national legislation is implemented through local policies and procedures or institutional policies and procedures where appropriate to the candidate's setting.
- Explain responsibilities of personnel in an educational or training setting including: statutory responsibilities, administrative responsibilities.

Learning Outcome 3 Understand how to work within professional and ethical frameworks.

- Describe expected ethical standards and professional practice in storing and sharing information regarding learners with dyslexia/specific learning differences or barriers to literacy in light of current legislative requirements.

Learning Outcome 4 Understand dyslexia, specific learning differences and barriers to learning.

- Explain theories related to dyslexia and barriers to learning with regards to:
  - Reading;
  - Writing;
  - Spelling;

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- ○ Study skills;
- ○ Maths.
- Evaluate the impact of the discussed theories on own practice using a SWOT analysis.
- Explain evidence-based approaches to overcoming barriers to learning including ICT and assistive technology.

Unit 2 Assessing the needs of individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1 Be able to assess need for referral of individuals with dyslexia and/or other specific learning differences and barriers to literacy.

- Analyse information collected in relation to individuals' background, with reference to dyslexia and/or other specific learning differences and barriers to literacy literature.
- Evaluate need for individuals' referral based on background information including:
    - ○ indications of dyslexia and/or other specific learning differences and barriers to literacy;
    - ○ development;
    - ○ stage of education;
    - ○ current setting.

Learning Outcome 2 Be able to assess literacy and numeracy skills of individuals experiencing difficulties associated with dyslexia and/or other specific learning differences.

- Justify selection of assessment methods and resources appropriate to individuals':
    - ○ age
    - ○ ability
    - ○ presenting characteristics.
- Assess individuals' skills in areas associated with dyslexia/specific learning difficulties and barriers to literacy.

Learning Outcome 3 Be able to interpret test results and observations of individuals' behaviour and responses during assessment.

- Analyse test results.
- Interpret observations of individuals' behaviour and responses during assessment.

Learning Outcome 4 Be able to match outcomes of assessment to expected standards.

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- Compare profiles of individuals' attainments against expected standards and patterns associated with dyslexia/specific learning difficulties.

- Draw interim conclusions to inform a learning programme for learners with dyslexia/specific learning differences and barriers to literacy.

Learning Outcome 5 Understand SEND national legislation, policy and procedures in the context of dyslexia, other specific learning differences and barriers to literacy in terms of own practice.
- Analyse how national SEND legislation, policies and procedures affect own practice, as appropriate to own setting.

Unit 3 Planning and teaching learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1 Be able to plan lessons for individuals with dyslexia and/or other specific learning differences and barriers to literacy at different stages of education in one-to-one and/ or group settings, based on previous background information and assessment data.

- Identify learning support needs for individuals, including long-term aims; short-term targets
- Identify objectives for lessons.
- Justify selection of commercially produced resources for use in lessons.
- Develop own resources for use in lessons.
- Justify teaching methodologies for teaching individuals with dyslexia and/or other specific learning differences and barriers to learning.

Learning Outcome 2: Be able to communicate planned programmes and their implications to others involved in the education of individuals.

- Identify others involved in the education of individuals with dyslexia and/or other specific learning differences and barriers to literacy.
- Justify elements of teaching and learning programmes to others.
- Explain implications for classroom practice.

Learning Outcome 3 Be able to deliver Special Educational Needs learning programmes

- Implement teaching and learning activities
- Develop opportunities for individuals to practice new skills
- Promote the implementation of skills in other situations

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Learning Outcome 4 Be able to encourage individuals with dyslexia and/or other specific learning differences and barriers to literacy to learn independently.

- Identify resources and sources of support for independent learning
- Introduce techniques and resources for independent learning to individuals
- Introduce techniques for self-evaluation to individuals

Learning Outcome 5 Be able to demonstrate competency in teaching using a range of assistive and contextual technology.

- Demonstrate competency using assistive technology to support learners with dyslexia and/or specific learning differences and barriers to literacy.
- Demonstrate competency in using contextual technology to support learners with dyslexia and/ or specific learning differences and barriers to literacy.

Unit 4 Evaluation of teaching and learning programmes for individuals with dyslexia and/or other specific learning differences and barriers to literacy

Learning Outcome 1 Be able to evaluate own lessons for individuals with dyslexia and/or other specific learning differences and barriers to learning at different stages of education in one- to-one and/or group settings.

- Evaluate lessons, including:
  - own performance
  - teaching methods
  - teaching resources
- Evaluate the progress of individuals with dyslexia/specific learning differences and barriers to literacy against SMART lesson targets

Learning Outcome 2 Be able to evaluate the progress of individuals with dyslexia and/ or other specific learning differences and barriers to literacy at different stages of education against programme targets.

- Evaluate individuals' progress against short-term SMART programme targets
- Evaluate individuals' progress against long-term needs
- Critically compare the progress of individuals at different stages of education.

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Learning Outcome 3 Understand factors influencing the outcomes of teaching and learning programmes for individuals with dyslexia and/ or other specific learning differences and barriers to literacy at different stages of education.

- Explain influence of individuals' situations on outcomes of teaching and learning programmes
- Critically review effectiveness of own teaching between different programmes
- Analyse effectiveness of chosen resources in different programmes
- Record own continuous professional development (CPD) and identify future needs

Learning Outcome 4 Be able to use evaluation to inform subsequent teaching and learning programmes for individuals with dyslexia/specific learning differences and barriers to literacy at different stages of education.

- Use evaluation to modify teaching and learning programmes for subsequent blocks of learning support
- Justify modifications to the proposed teaching and learning programme

Learning Outcome 5 Understand the content and importance of assessments by specialist educators.

- Summarise specialist educators' reports for colleagues.
- Evaluate how assessment reports produced by specialist educators could inform the planning of teaching and learning programmes.
- Explain psychometric testing vocabulary used by specialist educators.

Learning Outcome 6 Be able to communicate the skills, roles and responsibilities of others involved in the education of individuals and/or other specific learning differences and barriers to literacy in current/chosen setting, including parents.

- Explain the roles and responsibilities of others involved in the education of individuals with dyslexia and/or other specific learning differences and barriers to literacy in current/chosen setting, including parents.
- Summarise strategies and approaches to teaching and learning programmes and resources used in the setting.

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- Explain legislative duties and ethical issues impacting on practice in the setting.