



**Certificate in Dyslexia;
Literacy, Support and Intervention
Level 5**

**Programme
Information
(pre-application)**

Who Are the B.D.A.?

The British Dyslexia Association (B.D.A.) aims to bring about a Dyslexia Friendly Society. Since its creation over 40 years ago the B.D.A. has worked tirelessly to develop a network of national and international support for individuals who are dyslexic including the development of local dyslexia groups that work with the B.D.A. to provide parents, educators and dyslexic individuals access to services, training, information and support.

Through its activities the B.D.A. strives to achieve its key goals.

The B.D.A. works towards the following goals:

1. To build awareness of dyslexia in all sectors of society.
2. Early identification of dyslexic difficulties for all in society.
3. Availability of effective and appropriate teaching provision for all dyslexic children and adults.
4. Availability of appropriate assessments for all dyslexic children and adults.
5. Reasonable adjustments for dyslexic individuals within all sectors of society (including education, employment, training and the criminal justice services).
6. Information should be available for dyslexic individuals across the age ranges and sectors, and for those who support them, about effective strategies to help overcome dyslexia related difficulties, and how to maximise the strengths of those with dyslexia.

The training activities of the B.D.A. are a crucial part of our work in all of the above areas. For those within an education setting there is a wide range of training from dyslexia awareness and identification through to teaching literacy and classroom support strategies. For employers training is available to assist them in implementing reasonable adjustments for their dyslexic employees and strategies to empower dyslexic individuals. Training is delivered through open courses for individuals, onsite bespoke training for groups and summer schools.

B.D.A. training events help to raise awareness of dyslexia in all age ranges and sectors of society. The B.D.A. organises around 400 face to face training events per year, with excellent feedback, with each one bringing us closer to a Dyslexia Friendly Society.

In 2015 the B.D.A. launched its eLearning platform the purpose of which was to enable a wider audience to be able to access high quality training in dyslexia support.

eLearning enables the B.D.A. to bring quality training and expertise to individuals who would otherwise be unable to access this due to factors such as time and cost constraints or geographical location or. Individuals can work through the modules at their own pace and also when and where it is convenient for them to do so. They can be confident in the knowledge that support with their learning and development is available from highly skilled and experienced dyslexia specialists.

Who is the course for?

The B.D.A. Level 5 Certificate in Dyslexia; Literacy, Support and Intervention provides training for individuals who have a professional interest in dyslexia in order for them to become informed practitioners and teachers. The courses are modular and flexible and are undertaken part time, through online or blended learning. They are of particular benefit to:

- Teachers of any educational level;
- Tutors and support staff in Further Education and other adult learning settings;
- Support staff in Higher Education (this course meets the requirements for DSA support workers though you will need to be a member of a Professional Body such as B.D.A.);
- Teaching Assistants;
- Speech and Language therapists;
- Occupational Therapists with relevant experience;

What is the qualification?

The B.D.A. Level 5 Certificate in Dyslexia; Literacy, Support is the first step toward becoming a dyslexia specialist and is often regarded as the first step towards a Level 7 AMBDA approved programme. Candidates who have completed the Level 5 certificate will, however, have sufficient knowledge to deliver specialist tuition to individuals requiring support with their dyslexia.

It is important to note that at this level you will **not** be able to formally "diagnose" dyslexia. In order to carry out diagnostic assessments individuals must hold an Assessment Practising Certificate (APC) and will normally have completed a Level 7 qualification that leads to AMBDA status.

This Level 5 certificate holds B.D.A. Approved Teacher/Approved Practitioner (B.D.A. ATS/APS) accreditation. This means that candidates who have successfully passed the Level 5 certificate can apply to the B.D.A. for ATS or APS status and professional membership.

For those wishing to progress and complete a level 7 AMBDA course, the Level 5 certificate may be used as evidence of prior learning but be aware this is a level 5 programme and for AMBDA you will need to complete a level 7 programme. We recommend that you speak to your chosen course provider for further information on how you can apply to complete an AMBDA course.

Programme Delivery

The programme will be delivered through eLearning modules, which can be combined with face-to-face training courses if desired in order to create a blended learning experience.

In addition all candidates will have access to a personal tutor via email, phone or Skype. A reading/website list will be provided for candidates to undertake additional guided learning. An online discussion forum will also be made available to candidates in order that they can share thoughts and ideas with peers and seek guidance from the tutor team.

B.D.A. Each eLearning module consists of text, video/website links and reflective activities to check learning as the individual progresses through the module, with a final summative assessment at the end. Learners receive a B.D.A. "Certificate of Completion" at the end of each module.

This programme has been designed to provide candidates with:

- Flexibility in booking and planning study time to fit around other activities;
- Regular support from a team of specialist tutors;
- Utilisation of interactive online study;
- The ability to enrol on the programme at any time or to "upgrade" from B.D.A. existing courses;
- The option to book and pay for the programme on a "pay as you go" basis; buying each module or aspect one or a few at a time. Alternatively the entire programme can be booked and paid for upfront.

How is the Programme Put Together?

Flexible options for completion

This Level 5 programme has been designed in a modular format in order to allow candidates the greatest possible amount of control over how and when they complete the programme. This also provides the opportunity to spread the cost of the programme as candidates can book and pay for as few or as many parts of the programme at a time as they wish.

In essence, the programme can be booked in one of the following ways:

- **Modular:** Book and complete the required Open courses / eLearning modules one or a few at a time, at a pace that suits the candidate, and then apply to “upgrade” to the Accredited Level 5 programme afterwards. Once a candidate has been accepted onto the Level 5 programme, they will be able to access the relevant documentation that will enable them to begin work on their theory-based workbook and assessed teaching practice.
- **Full:** Book all required open courses / eLearning modules together, along with the Accredited Level 5, and pay for all elements together. Once a candidate has been accepted onto the Level 5 programme, they will be able to access the relevant documentation that will enable them to begin work on their theory-based workbook and assessed teaching practice.

Course routes and fees

The Level 5 programme can be undertaken via **either** an eLearning **or** a Blended Learning route. Each route comprises a number of elements, including:

- **(E) eLearning modules:** candidates will receive 6 months unlimited access to each module booked (or 12 months if all modules booked together). Candidates must download a certificate of completion once they have completed each module.
- **(O) Open (face-to-face) Training courses:** for each Open training course booked, candidates will attend a full day’s training selected from the BDA’s Open Training schedule. Candidates will receive a certificate of attendance.
- **(P) Practical elements:** these are assessed elements, and candidates are expected to organise and carry out the work for these independently.

This structure enables individuals who have already undertaken relevant training or eLearning with the B.D.A. to map these against the required elements as illustrated on the following page:

eLearning Route (online learning)		
	Element	Cost
E	Fundamentals of Dyslexia Awareness (must be completed first)	£120
E	Fundamentals of Dyslexia Support	£120
E	Practical Strategies for Reading	£120
E	Practical Strategies for Spelling	£120
E	Practical Strategies for Writing	£120
E	Learner Motivation and Self-esteem	£60
E	Practical Strategies for Organisational Skills	£60
E	Practical Strategies for Study Skills	£60
E	The Dyslexia Friendly Learning Environment and B.D.A. Quality Mark	£60
--	Registration and Accreditation fee *	£750
E	Assistive Technology	Inc. in reg. fee
E	Identification of Dyslexia	Inc. in reg. fee
P	Completion and assessment of theory-based workbook	Inc. in reg. fee
E	Access to Candidate Handbook (inc. templates for portfolio)	Inc. in reg. fee
P	Portfolio of evidence of practice and support (inc. observation and assessment)	Inc. in reg. fee
--	Accreditation and certificate	Inc. in reg. fee
TOTAL Programme Cost to candidate		£1,590

Blended Learning Route (online and face-to-face training)		
	Element	Cost
O	Practical Solutions for Primary / Secondary / FE / HE (must be completed first)	£140
O	Screening for Dyslexia	£140
O	Practical Solutions Plus - Reading	£140
O	Practical Solutions Plus - Spelling	£140
O	Practical Solutions Plus - Writing	£140
E	Learner Motivation and Self-esteem	£60
E	Practical Strategies for Organisational Skills	£60
E	Practical Strategies for Study Skills	£60
E	The Dyslexia Friendly Learning Environment and B.D.A. Quality Mark	£60
--	Registration and Accreditation fee *	£750
E	Assistive Technology	Inc. in reg. fee
E	Identification of Dyslexia	Inc. in reg. fee
P	Completion and assessment of theory-based workbook	Inc. in reg. fee
E	Access to Candidate Handbook (inc. templates for portfolio)	Inc. in reg. fee
P	Portfolio of evidence of practice and support (inc. observation and assessment)	Inc. in reg. fee
--	Accreditation and certificate	Inc. in reg. fee
TOTAL Programme Cost to candidate		£1,690

*Can be paid either upfront along with all course / module fees, or as an “upgrade” following completion and payment of all required courses / modules. **Note:** all required modules must be either booked or completed before the Level 5 accreditation can be booked.

Entry Requirements

The B.D.A. is committed to widening participation and, as such, has an open policy to its courses. However, candidates will be expected to have a high level of proficiency in written and spoken English and at least two years' recent and relevant experience in an educational setting.

Applicants who do not fulfil all the requirements above may be considered for 'special entry' if they can demonstrate other relevant academic and/or professional experience. Such applicants are advised to apply in the first instance and fully explain their experience in their application statement.

Candidates will need to complete and submit an Application Form prior to booking any elements of the Level 5 certificate. This provides us with information about your background and experience, and will help us determine whether you are eligible for the course. Once your application has been approved and you have been accepted onto the programme, you will then be able to submit your booking form.

Accreditation of Prior Learning (APL)

Where applicants feel that they have relevant prior experience or learning they are invited to contact the B.D.A. Training Team directly to discuss this.

Candidates who have already completed some or all of the required open training / eLearning modules for either the eLearning or Blended Learning routes will be able to count these toward the Level 5 programme and so will not be required to re-take these.

Teaching Practice

In part this is a competency assessed programme. Supervised teaching is an essential part of the programme.

Candidates will be required to deliver **20 hours of teaching practice** with one or two learners whose main difficulties are with literacy. Teaching practice must take place in a school, college or HE site, and candidates must have contact with class teachers or tutors so that targeted support can be integrated with class support.

Candidates are expected to produce a portfolio of evidence, which will contain documentation and evidence of your teaching practice. This will also include two filmed sessions of you working with your main learner.

Assessment of Candidates' Work

Assessment of candidates' work will include:

- An assessed workbook, in which candidates will be required to demonstrate that they are able to effectively apply their learning in practical terms.
- A portfolio of evidence of teaching practice, which will include documentation and evidence of 20 hours of teaching practice (including 2 filmed sessions), learner profiles, evaluations and a personal learning journal. Templates and guidance for this portfolio are available to candidates in the Candidate Handbook for the Level 5 programme once their accreditation has been booked.

The tutor team will consist of experienced dyslexia specialists, who will be overseen by the programme manager/leader. Internal moderation will take place on a sample basis in line with existing practice and records of this will be kept within the course file in the training office.

Candidates are encouraged to provide regular feedback, which will be recorded by Training Team and shared with tutors at programme review meetings. Where a particular issue arises, this will be dealt with by the Head of Training. Candidates will be encouraged to provide summative feedback at the end of the programme.

Both positive and negative candidate feedback will be shared with tutors and internal moderators. The B.D.A. Training Team constantly strive to review, update and improve its provision. All tutors attend regular CPD opportunities as it is a requirement of their professional memberships

Applying for Accredited Teacher Status (APTS or Accredited Practitioner Status (APS)

To apply post course for ATS/APS Pre 16 years:

Teaching practice must include a minimum of 10 hours with one learner 16 years or under at the end of the current school year in a 1:1 situation. The remaining 10 hours may be with a different learner who could be taught/supported in a small group and may be a learner 18 years of age or under at the end of the current year

To apply post course for ATS/APS FE/HE:

The teaching/support practice must include a minimum of 10 hours with one learner 18 years or over of age at the end of the current academic year. The remaining 10 hours may be with two different learners 18 years of age or over at the end of the current academic year one of which could be taught/supported in a small group.

Will I need to have a DBS Check (or equivalent)?

As a Disclosure and Barring Service Enhanced Disclosure is a requirement for working with children and young people, the learner you choose to work with for any practical teaching should be someone within your school or workplace, where you will already have a DBS Enhanced Disclosure. If you choose to work with someone from outside that environment then you should apply for a DBS check.

You should allow **at least 6 weeks** to process any DBS application, and this must be in place before any face-to-face work with a learner. For further information please visit:

www.gov.uk/government/organisations/disclosure-and-barring-service

We reserve the right to request this information from you or to terminate a programme where we feel it is not in the interests of the learner to continue. The B.D.A. will not assume responsibility nor will accept liability incurred as a result of any participant or learner being engaged in this programme.

Technical Equipment Required for the Course

Computer and Internet access: You will need a computer (PC, laptop or other similar device) connected to the Internet and email in order to access the teaching materials and participate in this programme.

Film Recording Equipment: You will need access to a digital video camera in order to record some of the teaching and assessment sessions. We recommend using a camera which records in MP4 or AVI formats. High quality webcams, smartphones and tablets properly positioned on a tripod will accomplish the task

Timeline for candidate work and submissions

The below grid is designed to provide a structured order and timescales for your work.

Those tasks marked as “Submission required” **MUST** be submitted and signed off by your tutor **BEFORE** you continue any further. These will provide important opportunities for feedback, and will help you and your tutor manage your journey through the course. However, if you wish to progress at a different rate – either faster or slower, please agree this with your tutor.

Phase 1	
Task	Submission required?
<p>Candidates undertake and complete all relevant open training and/or eLearning modules for the programme.</p> <p>These must be completed before beginning the teaching practice or completing the assessed workbook, as you will be expected to incorporate what you have learned into your work.</p> <p>Please note that as this is a Level 5 qualification you will also be required to do substantial independent reading, and must not just rely on the material provided in the training or eLearning modules.</p>	--
<p>The following tasks from the Assessed Workbook must be signed off before starting teaching:</p> <ul style="list-style-type: none"> • Task 1 • Task 2 • Task 3 	Y
<p>Shadow a specialist dyslexia teacher delivering a structured multisensory phonics programme designed for learners with dyslexia.</p> <p>(A minimum of 5 sessions is recommended unless the candidate already has experience in delivering the above). Alternatively there are videos available with examples of specialist teaching at on the Dyslexio website courtesy of the DfE project managed by the BDA: dyslex.io</p>	--

You may start teaching if you have completed all of the above within the year.

Phase 2 (Part 1)	
Task	Submission required?
Learner Thumbnail for Main Learner sent to tutor for approval.	Y
Observe the Main Learner in the classroom.	--
Gather information on Main Learner from parents, teachers and the pupil.	--
<p>Explore phonological awareness</p> <p>Single word reading test</p> <p>Single word spelling test with spelling error analysis</p> <p>Text reading and miscue analysis</p>	--

Free writing	
Write up the Main Learner Profile, programme forecast and first lesson plan.	--
Send Main Learner profile, programme forecast and first lesson plan to tutor before starting teaching.	Y

Phase 2 (Part 2)	
Task	Submission required?
Start teaching Main Learner Minimum 10 hours and maximum 14 hours over a <u>minimum</u> period of 8 weeks (1 term). Minimum lesson time = 35 minutes. Maximum lesson time = 60 minutes. No more than 2 lessons a week.	--
Send first 3 completed lesson plans with evaluation of the lesson to tutor following delivery of these.	Y
Record lesson with main learner at about 3 – 4 weeks (see Guidance on Recorded / videoed lessons). Once you have watched the video back, send this together with the completed lesson plan, learner profile, programme forecast and your feedback to your tutor within 7 working days of delivering that lesson.	Y
Complete mid-term evaluations for Main Learner and send to tutor.	Y
Identify Learner 2 and send Learner Thumbnail to tutor.	Y
Observe Learner 2 in the classroom.	--
Gather information on Second Learner from parents, teachers and the pupil.	--
Explore phonological awareness Single word reading test Single word spelling test with spelling error analysis Text reading and miscue analysis Free writing Numeracy	--
Complete the Learner Profile for Learner 2, programme forecast and first lesson plan. Send to tutor.	Y
Complete a second video of Main Learner just before the end of the teaching practice, and send with supporting documents as before to your tutor.	Y
Finish teaching Main Learner Re-test Main Learner with single word reading and spelling tests.	--

Phase 2 (Part3)	
Task	Submission required?
Start teaching Learner 2.	
Complete evaluations of your Main Learner and send to your tutor.	Y
Send first 3 completed lesson plans (for Learner 2) to your tutor.	Y
Finish teaching second Learner 2 , re-test and complete evaluations.	

You may start teaching your second learner before you have completed your main learner but only after your first video has been signed off as meeting the required standard.

Phase 3	
Task	Submission required?
Complete any remaining tasks from the Assessed Workbook.	Y
Submit completed portfolio of evidence (teaching) and workbook.	Y

Reading List

Please note you are **not expected to read everything** on this list, it is provided as a guide only and is certainly not a definitive list. There are also many excellent sources of information available online. In addition there are references given to further information at the end of each eLearning module.

This is a guide to help you find texts that are both relevant, interesting and support you in developing the skills and knowledge that you need to complete the qualification.

General information about dyslexia:

Publications

- Blakemore, S. and Frith, U. (2005) *The Learning Brain: lessons for education*. Oxford: Wiley-Blackwell.
- Broomfield, H. and Combley, M. (Eds.) (2003) *Overcoming Dyslexia: A Practical Handbook for the Classroom*, 2nd edition, London: Whurr.
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- Evans, B. (2001) *Dyslexia and vision*, London: Whurr.
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- Green, S., Reig, G. (2011) *100 Ideas for Supporting Pupils with Dyslexia*, London: Continuum.
- Hall, W. (2009) *Dyslexia in the primary classroom (Achieving QTS Cross-Curricular Strand Series)*, London: Sage Publications Ltd.
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- Peer, L. and Reid, G. (Eds.) (2001) *Dyslexia: Successful Inclusion in the Secondary School*, Abingdon: David Fulton Publishers.
- Ramus, F. (2013) *Dyslexia Phonological Processing*. In: Pashier, H. (Ed.) (2013) *Encyclopaedia of the Mind*. Sage Publications Ltd.
- Reid, G. (2016) *Dyslexia: a practitioner's handbook*, 5th edition, Chichester: Wiley.
- Riddick, B., Wolfe, J. and Lumsdon, D. (2004) *Dyslexia: A Practical Guide for Teachers and Parents*, Abingdon: David Fulton Publishers.
- Snowling, M.J. (1991) *Dyslexia*, 2nd edition, Oxford: Wiley-Blackwell.
- Snowling, M.J. and Stackhouse, J. (Eds.) (2006) *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2nd edition, Chichester: Whurr.
- Thomson, M. (1990) *Developmental Dyslexia*, 3rd edition, London: Whurr.
- Thomson, M. (2008) *Supporting Students with Dyslexia in Secondary Schools: Every Class Teacher's Guide to Removing Barriers and Raising Attainment*, Abingdon: Routledge.
- Thomson, M. (2009) *The Psychology of Dyslexia: A Handbook for Teachers*, 2nd edition, Chichester: John Wiley and Sons.
- Turner, M., Rack, J. (2004) *The Study of Dyslexia*, New York: Springer.

Online Publications and Resources

- Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties. *Module 4: Specific learning difficulties*, [ONLINE] Available at: <http://www.advanced-training.org.uk/module4/M04U07.html> [Accessed 19 March 2017].
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Literacy

Publications

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- Nation, K. and Snowling, M.J. (1997) *Language Phonology and Learning to Read*. In: Hulme, C. and Snowling, M.J. (Eds.) (2007) *Dyslexia: Biology, Cognition and Intervention*, London: Whurr.
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- Ott, P. (2007) *Activities for Successful Spelling: The essential guide*, Abingdon: Routledge.

- Snowling, M.J. and Hulme, C. (2007) *The Science of Reading: A Handbook*, New ed. edition, Oxford: Blackwell.
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Units and Learning Outcomes

UNIT TITLE: Theories of and Approaches to Dyslexia

LEVEL: Five

CREDIT VALUE: 20

UNIT CODE:

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will be able to:	The candidate can:
1. Understand the teaching and learning implications of contemporary theoretical explanations of the nature of dyslexia.	1.1 Undertake a literature review of current research into the nature of dyslexia. 1.2 Synthesise at least 2 theories arising from the research to propose integrated practical methodology of support.
2. Consider contemporary models and theories of the typical development of language, literacy and numeracy skills and how learners who have dyslexia may differ from those who are not experiencing difficulties in acquiring these skills.	2.1 Compare and critically evaluate contemporary models or theories that have been used to explain literacy acquisition. 2.2 Explain how learners who have dyslexia may differ from those who are not experiencing difficulties in literacy acquisition. 2.3 Analyse the difficulties that an individual who has dyslexia individual may experience with basic literacy and how these difficulties should be accounted for and dealt with within a programme to support literacy development. 2.4 Analyse and assesses the difficulties that an individual who has dyslexia may experience with literacy and how these difficulties should be accounted for and dealt with within a programme of support within the wider curriculum that the individual is undertaking. 2.5 Analyse and consider the difficulties that an individual who has dyslexia may experience with numeracy and how these difficulties should be accounted for and dealt with within

	a programme to support numeracy development.
3. Understand the principles underlying cumulative, structured, sequential, multisensory teaching.	<p>3.1 Analyse and evaluate the principles of multisensory, structured, cumulative and sequential approaches to teaching and learning.</p> <p>3.2 Investigate through the research the importance of a multisensory, structured, cumulative and sequential approach to teaching and support in relation to working with individuals who have dyslexia.</p>

UNIT TITLE: Intervention and Support for Dyslexia

LEVEL: Five

CREDIT VALUE: 20

UNIT CODE:

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will be able to:	The learner can:
4. Understand the social, emotional and behavioural difficulties individuals with dyslexia may encounter.	4.1 Critically evaluate how dyslexia can impact upon motivation, behaviour and self-esteem. 4.2 Reflect and comment on your role in supporting learners with dyslexia with motivation, behaviour and self-esteem.
5. Understand the difficulties individuals with dyslexia may encounter with the development of study and organisation skills.	5.1 Critically evaluate how dyslexia can impact upon study and organisation skills. 5.2 Consider how study and organisation skills can be integrated into the support programme for an individual. 5.3 Reflect and comment on your role in supporting learners who have dyslexia with study and organisational skills.
6. Understand the principles behind and implementation of a dyslexia friendly learning environment to meet the needs of individuals.	6.1 Critically evaluate how the learning environment can impact both positively and negatively on the performance and achievement of an individual who has dyslexia. 6.2 Undertake a self-audit of dyslexia friendly practice. 6.3 Develop an action plan to improve dyslexia friendly practice. 6.4 Discuss the potential positive and negative implications of the use of ICT and Assistive Technology within the context of dyslexia support.

UNIT TITLE: Identifying Needs and Literacy Teaching to Support Dyslexia

LEVEL: Five

CREDIT VALUE: 20

UNIT CODE:

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will be able to:	The learner can:
1. Understand the importance of an appropriate assessment of needs.	1.1 Analyse data and/or information and/or observations and/or interviews from a variety of sources to identify and justify recommendations for support for an individual who has dyslexia. 1.2 Identify the priority of needs for an individual. 1.3 Consider the impact of these needs within the individual's current environment.
2. Produce a scheme of work to support an individual who has dyslexia.	2.1 Develop a scheme of work (20 hours duration, minimum 10 hours with 1 individual) that is appropriate to meet the identified needs of the individual at a basic level of literacy and numeracy. 2.2 Evaluate how the principles of dyslexia friendly practice have been applied. 2.3 Evaluate how this scheme will meet/has met the needs of an individual (including social and behavioural needs).
3. Produce lesson plans that demonstrate how the support will be delivered.	3.1 Develop and produce 20 hours' worth of lesson/support session plans, include examples of resources / activities used / developed (a minimum of 10 hours must be undertaken with the same individual). 3.2 Evaluate how the principles of dyslexia friendly practice have been applied. 3.3 Evaluate how these lessons/ support sessions are meeting and have met the needs of an individual including behavioural and emotional needs.

	<p>3.4 Compile a progress review report after 50% of the support programme has been delivered to the individual in an appropriate format that can be shared with others.</p> <p>3.5 Compile a summative report at the end of the support programme that identifies progress made and outlines a plan to meet future support needs in an appropriate format that can be shared with others.</p>
<p>4. Critically Evaluate the effectiveness of the support provided.</p>	<p>4.1 Evaluate the effectiveness of your own practice for each of the support sessions that have been delivered.</p> <p>4.2 Evaluate the impact of the support provided on the individual.</p> <p>4.3 Develop an action plan for continuing professional development to enhance your own practice.</p>

Further Information

For additional information or any queries please contact:

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