

Module Code:	EDS414
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Module Title:	Supporting Pupils with Specific Learning Difficulties/Dyslexia
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Level:	4	Credit Value:	20
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Cost Centre(s):	GAPE	JACS3 code:	X300
		HECOS code:	100462

Faculty:	Social & Life Sciences	Module Leader:	David Thomas
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Scheduled learning and teaching hours	36 hrs
Guided independent study	139 hrs
Placement	25 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Learning Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stand alone module	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 21/06/2018

Version no: 1

With effect from: 23/09/2019

Date and details of revision:

Version no:

Module Aims

This module aims to prepare students to be able to support learners with specific learning difficulties / dyslexia, particularly in the areas of literacy and numeracy. Successful assessment of this module meets the British Dyslexia Association requirements for Accredited Learning Support Assistant (ALSA).

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Have an awareness of theories of teaching and learning as applied to specific learning difficulties / dyslexia and key policies affecting learners with specific learning difficulties / dyslexia.	KS1	KS4
		KS6	
2	Understand how specific learning difficulties / dyslexia are manifested in the classroom and daily life.	KS1	KS5
		KS6	
3	Have an awareness and understanding of relevant screening and assessment procedures for dyslexia and understand how assessment relates to the design of appropriate learning programmes for learners with dyslexia / other specific learning difficulties.	KS1	KS4
		KS6	
4	Provide opportunities for students to develop their knowledge of different approaches to teaching and supporting pupils with specific learning difficulties / dyslexia.	KS1	KS2
		KS3	KS5
		KS9	KS8
5	Understand the impact of specific learning difficulties / dyslexia on self-esteem.	KS1	KS6
6	Understand the role and function of professionals supporting learners with specific learning difficulties / dyslexia.	KS1	KS2
		KS3	KS5
		KS6	KS9

Transferable skills and other attributes

1. Ability to select, justify and evaluate the use of a range of appropriate resources and support methods;
2. Ability to communicate effectively with others (learners / parents / key staff);
3. Working with others;
4. Ability to plan deliver and evaluate specialist support sessions;
5. Develop and maintain relevant records;
6. Construct appropriate resources and justify and explain their use to other adults;
7. Critical reflection on professional development.

Derogations

None

Assessment:

Indicative Assessment Tasks:

One assessment will be undertaken by the participants. Due to the practical nature of elements of the assessment which lead to eligibility for the BDA ALSA accreditation there is a requirement that participants will need to evidence 25 hours of work with a learner(s) with SpLD. This will include approximately five hours relating to carrying out informal curriculum based assessment and observation and the subsequent 20 hours of support for a learner(s) identified as displaying SpLD/Dyslexic-type difficulties.

Participants are required to construct a professional development portfolio comprising:

- (i) support log of 20 hours of support with evaluations;
- (ii) record of one learner's response;
- (iii) three self-constructed resources for supporting literacy;
- (iv) informal assessment of a learner;
- (v) three self-constructed resources for supporting numeracy;
- (vi) evaluation on personal professional development;
- (vii) a contextual analysis of the support sessions.

As part of the portfolio to meet the BDA accreditation criteria one hour of practice of supporting a learner/small group of learners must be observed. Depending upon circumstances this observation can take the form of either a live observation or submission of an encrypted DVD/USB of one hour of recorded practice may be submitted.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
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1	All	Portfolio	100%	N/A	4,000 equivalent
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Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include tutor directed sessions, workshops, investigations, seminars and supported self-study based on learners' own research and examination of the social context of curricular policies and decisions. The use of the VLE (Virtual Learning Environment) is also encouraged through interactive activities, forums and discussion groups

Syllabus outline:

- characteristics of dyslexia /specific learning difficulties and the impact on school life, learning and social / emotional development;
- strategies for supporting learning;
- the role of the specialist LSA/TA working with others;
- methods and approaches to teaching and supporting learners with dyslexia / dyslexic-type difficulties in literacy and numeracy;
- informal assessment of literacy and numeracy;
- planning, recording and evaluating learning support.

Indicative Bibliography:

Essential reading

DfE, D. (2015), *SEND Code of Practice 0–25 Years*. London: Department for Education, Department of Health, 216-229.

Das, J.P. (2009), *Reading Difficulties and Dyslexia*. London: Sage.

Kelly, K and Phillips, S. (2016), *Teaching Literacy to Learners with Dyslexic: a Multisensory Approach* (Second edition). London: Sage

Parker, M., Lee, C., Heardman, K., Hinks, R., Pittman, M. and Townsend, M. (2009), *A Toolkit for the Effective Teaching Assistant*. Second Edition. London: Sage.

Reid, G. (2016), *Dyslexia: A Practitioner's Handbook* (Fifth Edition). Chichester: Wiley-Blackwell.

Other indicative reading

British Dyslexia Association (1999), *Dyslexia – Friendly Schools Resource Pack, Reading*: BDA.

Brooks, G. (2007), *What works for pupils with literacy difficulties*. London: DCSF.

Broomfield, H. and Combley, M. (2005), *Overcoming Dyslexia: A Practical Handbook for the Classroom*, London: Whurr Publishing Ltd.

Buzan, A. (2013), *Mind Map Book: The ultimate thinking tool*. HarperCollins UK

Cain, K. (2010), *Reading Development and Difficulties*. London: BPS / Blackwell.

Chivers, M. (2005), *Dyslexia and Other Learning Difficulties*. London: Forward Press.

Coogan, J and Flecker, M. (2004), *Dyslexia in Secondary Schools*. London: Whurr Publications.

DfE (2015), *The National Literacy Strategy: Guidance to Support Pupils with Dyslexia and Dyscalculia*, London, Stationery Office.

DfES (2004), *A Framework for Understanding Dyslexia – Information on Theories and Approaches to Dyslexia and Dyscalculia*. Nottingham: DfES Publications.

DfES (2007), *Letters and Sounds: Principles and Practice of High Quality Phonics*. Nottingham: DfES Publications.

Doyle, J. (2008), *Dyslexia: An Introduction Guide*. London: John Wiley & Sons.

Gathercole, S.E. and Packiam Alloway, T. (2008), *Working Memory and Learning: a practical guide for teachers*. London: Sage.

Hartas, D. (2013), *Dyslexia in the Early Years*. London: Routledge

Haylock, D. (2014), *Mathematics Explained for Primary Teachers* (Fifth Edition). London: Sage

Jolliffe, W., Waugh, D. and Carss, A. (2015), *Teaching Systematic Synthetic Phonics in Primary Schools*. London: Sage.

- Mortimore, T. (2002), *Dyslexia and Learning Style: A Practitioner's Handbook*. London: Whurr.
- Neanon, C. (2002), *How to identify and Support children with Dyslexia in the Primary School*. Wisbech: LDA.
- Ott, P. (2007), *Teaching Children with Dyslexia: A Practical Guide*, London: Routledge.
- Pavey, B. (2007), *The Dyslexia-Friendly Primary School*. London: Sage.
- Pavey, B., Meehan, M. and Davis, S. (2013), *The Dyslexia-Friendly Teacher's Toolkit*. London: Sage.
- Peer, L. and Reid, G (2001), *Dyslexia – Successful Inclusion in the Secondary School*. London: David Fulton Publishers.
- Phillips, S., Kelly, K. and Symes, L. (2013), *Assessment of Learners with Dyslexic-type Difficulties*. London: Sage.
- Rose, J. (2009), *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: DCSF.
- Rose, J. (2006), *An Independent Review of the Teaching of Early Reading*. London: DFES.
- Sassoon, R. (2006), *Handwriting Problems in the Secondary School*. London: Sage.
- Singleton, C. (2009), *Intervention for Dyslexia*. Hull: University of Hull.
- Squires, G. and McKeown, S. (2006), *Supporting Children with Dyslexia*. London: Continuum.
- Thomson, M. (2004), *Dyslexia: Perspectives for Classroom Practitioners*. London: Whurr.

Dyslexia, maths and dyscalculia

- Butterworth, B. and Yeo, D. (2004), *Dyscalculia Guidance*, London: NFER Nelson.
- Chinn, S. and Ashcroft, R. (2006), *Mathematics for Dyslexia and Dyscalculia*. London: Blackwell.
- DfES (2001), *The National Literacy Strategy: Guidance to Support Pupils with Dyslexia and Dyscalculia*. London, Stationery Office.
- DfES (2001), *National Numeracy Strategy: Guidance to Support Pupils with Specific Needs in the Daily Mathematics Lesson*. Nottingham: DfES Publications.
- DfES (2004), *A Framework for Understanding Dyslexia – Information on Theories and Approaches to Dyslexia and Dyscalculia*, Nottingham. DfES Publications.
- Dowker, J. (2009), *What works for children with mathematical difficulties – (free download from:*
http://www.numicon.com/Assets/Downloadablefile/00086-2009BKT-EN_WEB-15868.PDF).
- Hannell, G. (2012), *Dyscalculia: Action plans for successful learning in mathematics (Second Edition)*. London. David Fulton.

Kay, J. and Yeo, D. (2005), *Dyslexia and Maths*. London: Fulton.

Dyslexia and intervention programmes

Brand V. (2002), *Spelling Made Easy*, Egon Publishers

Bramley, W. (1997): *Units of Sound*, Staines: Dyslexia Action.

Bramley, W. (2000), *Active Literacy Kit*. Wisbech: IDA.

Broomfield, J. and Combley, M. (1996), *Overcoming Dyslexia*. London: Whurr.

Combley M. (2002), *The Hickey Multisensory Language Course (Third Edition)*. London: Whurr.

Cooke, A. (2002), *Tackling Dyslexia (Dyslexia Series)*. London: Whurr.

Cowling, K. and Cowling H. (1993), *Toe by Toe*. Basildon: K & H Cowling.

Franks E., Nicholson M. and Stone C. (2007), *Beat Dyslexia (Second Edition)*. Wisbech: LDA.

Hornsby, B., Shear, F. and Pool, J. (2006), *Alpha to Omega: Teachers Handbook & Student Book*. Oxford: Heinemann.

Johnson, M., Phillips, S. and Peer, L. (1999), *A Multisensory Programme for Reading (MTSR)*. Manchester: MMU.

Miles, E. (1998), *The Bangor Dyslexia Teaching System*. London: Whurr Pub Ltd.

Multi-Sensory Learning (1997), *Multisensory Learning Scheme*. Nottingham: Nottingham University.

Web-based sources:

For example:

www.bdadyslexia.org.uk

www.senteacher.org

www.teachers.guardian.co.uk

www.helpgamers.co.uk

www.inclusive.co.uk

www.nessy.co.uk

www.education.gov.uk/about/dfes

www.phonics4free.org

www.educationscotland.gov.uk/supporting_learners

www.dyslexiasw.com/advice/help

Journals you may find useful and should check in order to keep up to date:

Dyslexia

Dyslexia Review

British Journal of Special Education

Journal of Research in Special Educational Needs

Journal of Educational Psychology

Journal of Learning disabilities

Annals of Dyslexia

Journal of child Psychology and Psychiatry

Journal of Research in Reading

Learning Disabilities Research and Practice

Learning Disabilities Quarterly

Journal of School Psychology

Language Learning

Reading and Writing

Association for Learning Technology Journal

Reading Research Quarterly

Journal of Experimental Child Psychology

Child Development

Brain and Language

Development Neuropsychology

Useful Publishers Websites for resources

www.semerc.com

www.inclusive.co.uk

www.cricksoft.com

www.folens.com

www.LDAlearning.com

www.wordshark.co.uk