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Unit Title:	**Understanding Special Educational Needs policy and context in relation to dyslexia/specific learning difficulties**
OCR unit number	Unit 1
Unit accreditation number	A/503/4201
Level:	5
Credit value:	8
Guided learning hours:	20

Unit purpose and aim

This unit will enable the candidate to explain the legislation, policies and guidance in place, both nationally and locally, to cater for learners with special educational needs. It will also enable candidates to understand professional practice in dealing with learners with dyslexia/specific learning difficulties and to evaluate its effectiveness in relation to legislation, policies and guidance.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	*The learner can:*	
1 Understand Special Educational Needs national legislation, policies and procedures in the context of dyslexia/specific learning difficulties	1.1 Explain national legislation, policies and procedures for Special Educational Needs with particular reference to dyslexia/specific learning difficulties 1.2 Explain the impact of the implementation of national legislation, policies and procedures for Special Educational Needs on individuals 1.3 Analyse how national legislation, policies and procedures for Special Educational Needs affect own practice	• Current policy, legislation and guidance documents relevant to one phase of education • Personal interpretation of information showing ability to extract appropriate information • Communicating the needs of learners effectively both orally and in writing • Evaluating the effectiveness of provision for learners • Impact of national and local policies and procedures on their learners with Special Educational Needs in any phase of education or training
2 Understand how national Special Educational Needs legislation is implemented locally	2.1 Explain how national legislation is implemented through local policies and procedures 2.2 Explain responsibilities of personnel in an educational or training setting including:	• Working knowledge of local policies and systems for accessing learning support for learners with dyslexia/specific learning difficulties • Policies and systems provided by named academic institutions and other local providers

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	*The learner can:*	
	o statutory responsibilities o administrative responsibilities	• Roles of supporting personnel in a chosen educational or training setting

3 Understand the importance of assessments by specialist educators	3.1 Identify specialist educators
	
	 3.2 Evaluate how assessment reports by specialist educators could inform the planning of teaching and learning programmes
		• How specialist reports can inform candidate's understanding of each learner's needs
		 • Advice from other professionals to inform their teaching
		 • SMART targets based on identified needs
		 • Describing methodologies to support learner's achievement of targets
		 • Effectiveness of collaboration with colleagues and other personnel
		 • Referrals to other professionals
		 • How the report can influence
		    o teaching targets
		    o teaching methods

4 Understand how to work within professional and ethical frameworks	4.1 Describe expected ethical standards and professional practice in assessment 4.2 Explain why ethical standards and professional practice are necessary in assessment	• Sensitivity to and respect for feelings of learner • Confidentiality and security of assessment data and personal information concerning those assessed • Professional liability/insurance

Assessment

This unit is centre assessed and quality assured, and externally verified by OCR.

Evidence requirements

When completing evidence requirements it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the table above.

Candidates must provide all of the evidence identified below. All evidence must be produced independently. Candidates must:

1. **Learning Outcomes 1 & 2**

   Produce a report focussing on **one phase of education only,** either pre-16 or post-16 education.

   The report must:

   - demonstrate knowledge of national and local policies and procedures for learners with special educational needs in pre-16 or post-16 education

   - explain how local policies and procedures impact on the requirements to provide an inclusive teaching environment for learners with dyslexia/specific learning difficulties

   - give details of the needs of two learners with dyslexia/specific learning difficulties at different stages but within one phase of education (primary or secondary or post-16)

   - explain how national legislation and local policies and procedures have affected the learners' educational provision.

2. **Learning Outcomes 3 & 4**

   Produce two reports describing how they use specialist reports to inform their own understanding of learner's needs.

   Each report must:
   - focus on one individual learner with literacy difficulties

   - describe how the use of a specialist report has informed their understanding of the learner's needs

   - describe how to plan appropriate teaching targets and methods for this learner

   - demonstrate how the candidate understands and adheres to professional ethics and ways of working

   - show how the candidate works collaboratively with other educators and colleagues involved with the learner

   - demonstrate that the candidate can recognise when it is advisable, and how, to make referrals to other professionals

   - show that the candidate can understand and make use of advice from other professionals to inform their own teaching.

   Both reports should be based on one phase of education and can be:

Primary	Speech and Language Therapist report or Educational Psychologist report	and	Specialist Teacher report or SENCO report
Secondary	Educational Psychologist report	and	Specialist Teacher report or SENCO report
Post-16	Educational Psychologist report	and	Learning Support Manager report

Guidance on assessment and evidence requirements

1. Learning Outcomes 1 & 2

Candidates should understand the main principles of legislation, policies and procedures relevant to all phases of education.

Assignment may be written in any format, such as prose, grids, numbered or bullet-pointed sections or any other preferred format.

Spelling, punctuation and grammar should be accurate. All acronyms should be explained on the first mention, following standard academic practice.

All documentation should be fully referenced following a recognised academic referencing system (e.g. Harvard referencing).

This report is likely to be approximately 3000 words. Candidates will not be penalised for exceeding this word count. The length of the report is less important than the need to include all the relevant information. Candidates should be encouraged to write in a straightforward way, summarising the main principles of each document. Lengthy passages should not be copied from the original documents.

Centres should ensure that candidates note the need to include any relevant, up-to-date legislation and policies related to Special Educational Needs (SEN).

In writing the report candidates should provide evidence for all the evidence criteria. They should ensure that the focus of the report is dyslexia/specific learning difficulties. This may involve identifying dyslexia-specific information in documents that cover all SEN issues.

Candidates should clearly identify the individual needs of the two learners they write about. It is useful if this is included in an introduction to the report together with details of the context of the report. Both learners should have specific literacy difficulties, but they should be at different stages within one phase of education (primary, middle or secondary or post-16). The two learners need not be those assessed and taught in other units.

It is important to show clearly how the learners' needs have been met or not met within the context they are in. However, if the learner is not in a mainstream educational setting, the candidate should hypothesise on how the learner's needs may vary or be met differently if they were to move into mainstream provision.

2. Learning Outcomes 3 & 4

Each of the two reports presented by the candidate is likely to be approximately 2000 words. Candidates will not be penalised for exceeding this word count but should be encouraged to write succinctly and avoid repetition. The reports should be clearly structured and factual. Spelling and grammar should be accurate. Sub-headings, numbered and bullet points may be used to signpost evidence.

Assessment Reports for this activity should be provided by the centre. Candidates should not have access to any recommendations made by the author of the report. This information should be removed from the original reports as necessary.

As part of the teaching and learning required for this element, candidates should have the opportunity to discuss the evidence requirements in relation to a range of reports before attempting the reports independently.

Candidates should be provided with professional assessment reports for their report that relate to the phase of education in which they work. Centres are requested to provide all candidates in one phase with the same professional assessment reports to facilitate this unit. However candidates should be reminded that they are expected to produce their evidence independently and should not discuss the professional assessment reports with each other.

Copies of the professionals' reports should be attached to each candidate's reports when they are submitted for assessment.

Candidates should avoid copying large sections of the professional assessment reports. They should interpret the data, including standardised scores, analysis and observations, providing evidence of their understanding of how this guides the planning of appropriate targets and teaching methods. Candidates should have regard for the context in which the learner is (or will be) situated.

It is important that candidates take professional assessment reports from <u>one</u> phase of education and then select one from each of the columns. For example, a candidate selects the phase of education as 'primary', then uses a 'Speech and Language Therapist report' <u>and</u> a 'Specialist Teacher report'. Candidates must not use two of the same kind of professional assessment report.

Additional information (updated 2016)

For information on how to administer these qualifications please follow the link to OCR's Administration area, http://www.ocr.org.uk/administration/.