# Charting ATS-AMBDA-SASC criteria against Literacy and Dyslexia-SpLD Professional Devleopment Framework Stages

This table demonstrates the stages for training and evidence required to meet the various standards.

**Strand A      Structure and development of language, literacy and learning**
This strand includes the following themes:

- The relationship between language, literacy and learning
- The relationship between phonological awareness and phonological processing
- The structure of language
- The factors that can affect the development of language, literacy and learning
- The impact of English as an additional language on language and literacy
- The potential impact of dyslexia/SpLD on numeracy development

|  | ATS[1] | | | | | AMBDA[2] | | | | | SASC[3] | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| A1 |  |  |  | 2.5 | 1.2, 2.7 |  |  |  |  | 5.2 |  |  |  | S.1; S2; S.4; | S.1; S.2; S.3; S.5; S.6; L.1 |

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[1] Numbers are taken from BDA Approved Teacher Status Criteria
[2] Numbers are taken from BDA Associate Membership of the BDA Criteria
[3] Code letters and numbers are taken from SASC accreditation criteria and are reproduced at the end of this document.

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A2 | | | 1.6 | 1.4, 1.5 | 1.3 | | | | | 5.2, 5.3, 5.4 | | | | | S2; S.4; | S.1; S.2; S.3; S.4; S.6; L.1 |
| A3 | | | 2.2 | | | | | | | 5.1.1 6.1 | | | | | S.4 | S.1; S.2; S.4; S.6; L.1 |
| A4 | | | | 1.6, 2.6 | 2.3 | | | | | 5.5 | | | | S.1; | S.4 | S.3; |
| A5 | | | | 1.1, 1.3, 2.1, 2.2 | 1.1 | | | | | 5.6.1, 6.1 | | | | | S.2; S.4; S.5; L.1 | S.5; S.6 |
| A6 | | | 1.3, 2.3 | | 1.1 | | | | | 5.1.1, 5.4, 5.5, 6.1 | | | | | S.3; S.4; S.5 | S.6 |
| A7 | | | 1.1 | 1.4, 1.5 | | | | | | 6.1 | | | | | S.2; S.3; S.4; | S.4; S.6 |
| A8 | | | | 1.8 | 2.5, 2.7 | | | | | 5.2, 5.5 6.2 | | | | | S.3; S4 | S.6; |
| A9 | | | | 1.4, 1.5, 2.4 | | | | | | 5.3, 5.4 | | | | | S.1; S.4; S.5; | S.5; S.6 |

**Strand B    Theories of dyslexia/SpLD and theories of specialist teaching**

This strand includes the following themes:

- Current definitions of dyslexia and co-occurring difficulties and the relationship between them
- The main areas of difficulty in the educational setting for learners with dyslexia/SpLD
- The different theories of dyslexia
- The different models of reading development
- The principles of multi-sensory teaching

| | ATS | | | | | AMBDA | | | | | SASC | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| B1 | | | | 1.1, 1.4, 1.5` | 2.7 | | | | | 5.1.1, 5.2, 5.4, 6.1, 6.2 | | | | S.4; | S.2; S.6; L.1 |
| B2 | | | 1.3, 1.4, 1.5 | 2.2, 2.4, 2.5 | 2.6 | | | | | 5.1.1, 5.2, 5.4, 6.1, 6.2 | | | | S.2; S.4; L.2 | S.6; L.2 |
| B3 | | | | 2.1, 2.2 | | | | | | 5.6.1, 6.1 | | | | S.4; S.5; | S2; S.5; S.6; L.2 |
| B4 | | | 1.1 | | | | | | | 5.4, 6.1 | | | | S.4; | S.2; S.3; S.4; S.6; L.1; L.2 |
| B5 | | | | 1.2, 1.3 | | | | | | 5.1.1, 6.2 | | | | S.4 | S.2; S.6; L.1 |

| | ATS 1 | 2 | 3 | 4 | 5 | AMBDA 1 | 2 | 3 | 4 | 5 | SASC 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B6 | | | | 1.4, 1.5, 2.4 | | | | | | 5.1.1, 5.3, 5.4, 6.2 | | | | S.4 | S.6 |
| B7 | | | | 2.4 | | | | | | 5.3, 6.1, 6.2 | | | | S.4 | S.5; S.6; L.2 |

**Strand C   Identifying and assessing dyslexia/specific learning difficulties**
This strand includes the following themes:

- Identify and assess learners with dyslexia/SpLD at a level appropriate to the role of the professional
- Follow agreed procedures in a setting for making referrals
- Devise and implement teaching and support plans to meet the needs of a learners identified during the assessment process
- Undertake appropriate arrangements for learners with dyslexia/SpLD entitled to special arrangements for public examinations

| | ATS | | | | | AMBDA | | | | | SASC | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| C1 | | | 2.7 | | 1.8 | | | | | 5.2, 5.4 | | | | S.4; S.5; L.1 | S.5; |
| C2 | | | | 1.7, 2.1, 2.2 | | | | | | 5.6.1, 6.1 | | | | S.6 | S.6; L.3 |
| C3 | | | 1.2 | | 2.5 | | | | | 5.1.2, 5.1.3, 5.2, 5.6.1, 6.1 | | | | S.4; L14 | S.4; S.6; L.2 |
| C4 | | | 2.5, 2.6 | | | | | | | 5.6.1 | | | S.4 | | L.3; S.6; L.4 |
| C5 | | | | 2.5 | | | | | | 5.2, 6.1 | | | S.4 | | S.6 |

| | ATS 1 | ATS 2 | ATS 3 | ATS 4 | ATS 5 | AMBDA 1 | AMBDA 2 | AMBDA 3 | AMBDA 4 | AMBDA 5 | SASC 1 | SASC 2 | SASC 3 | SASC 4 | SASC 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C6 | | | | 1.8 | 2.5, 2.7 | | | | | 5.2, 5.4, 6.1 | | | | S.6 | S.6 |
| C7 | | | | 2.1 | 2.2 | | | | | 5.1.2, 5.1.3, 5.6.1 | | | | S.4; L14 | S.6; L14 |
| C8 | | | 2.5 | 2.1, 2.2 | | | | | | 5.2, 6.1 | | | | | S.6; L.2 |
| C9 | | | 1.3 | | | | | | | 5.1.1, 5.5 | | | S.4 | L14 | S.6; L.2; L14 |
| C10 | | | | 2.4, | | | | | | 5.4, 6.2 | | | | S.4; L14 | S.6; S.4; L14 |

**Strand D   Teaching and supporting learners with dyslexia/specific learning difficulties**
This strand includes the following themes:

- Demand high expectations of learners, developing their independence as learners and seek the views of learners on a wide range of issues
- Set challenging and appropriate targets in response to a profile of a learner
- Plan and prepare differentiated teaching materials and lessons, including the use of ICT and specialist resources within the context of a dyslexia/SpLD friendly environment
- Closely monitor the progress of learners and where necessary adapt learning and teaching in order to ensure progress is maintained
- Undertake to keep informed of current research and developments, including evidence based practice to inform teaching support of learners
- Interpret and implement relevant legislative and policy frameworks relating to dyslexia, SEN and disability

| | ATS | | | | | AMBDA | | | | | SASC | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| D1 | | | | | 2.3, 2.6 | | | | | 5.5 | | | | | S.4; S.6 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D2 | | | | 1.7 | 2.6 | | | | | 5.6.3, 6.3 | | | | | S.6; S.4 |
| D3 | | | 1.8 2.5, 2.7 | 1.6 | | | | | | 5.2 | | | S.4 | S.4 | |
| D4 | | | | 2.3, 2.4 | 1.5, 2.1, 2.7 | | | | | 5.2, 5.3, 5.4 5.7, 6.1, 6.2 | | | | S.4 | S.6; S.4 |
| D5 | | | | 1.8, 2.2, 2.4, 2.6 | 2.5, 2.7 | | | | 5.3 | 5.2, 5.4, 6.1, 6.2 | | | | S.4 | S.4 |
| D6 | | | | | 1.8, 2.7 | | | | | | | | | S.4 | |
| D7 | | | | 1.2, 1.3, 2.4, 2.5, 2.7 | | | | | | 5.2, 5.4, 6.2 | | | | S.4 | S.6 |
| D8 | | | 1.3 | | | | | | | 5.1.3, 5.3, 6.1, 6.2 | | | | S.4 | S.6 |
| D9 | | | 1.2 | 1.7, 2.4 | 2.5, 2.7 | | | | | 5.1.1, 5.2, 5.3, 5.4, 6.2 | | | S.4 | S.4 | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D10 | | | 1.4 1.5 1.7 1.8 | | 2.4, 2.5, 2.7 | | | | 5.1.1, 5.2, 5.3, 5.4, 6.2 | | | S.4 | | L.3 |
| D11 | | | 1.2 | 1.4, 1.5, 1.7, 2.4 | 1.8, 2.5, 2.6, 2.7 | | | | 5.2, 5.3, 5.4, 5.6.2, 5.7, 6.2 | | | | S.4 | |
| D12 | | | | | 2.3, 2.6 | | | | 5.5, 5.7 | | | | | S.4; S.6; L.3 |
| D13 | | | | 1.8, 2.5 | 2.7 | | | | 5.2, 5.7 | | | | S.4; S.6 | S.4; S.6 |
| D14 | | | 1.6 | | 1.8, 2.5, 2.6, 2.7 | | | | 5.2, 5.5, 5.7 | | | | S.4 | S.4; S.6 |
| D15 | | | 1.3, 1.4, 1.8 | 2.4 | 2.7 | | | | 5.1.1, 5.1.3, 5.2, 5.4, 6.2 | | | S.4 | S.4 | S.4; S.6 |
| D16 | | | 1.6 1.8 | | 2.3, 2.6, 2.7 | | | | 5.5, 5.7 | | | S.4 | S.4 | S.4; L.2 |
| D17 | | | 1.6 | 2.3 | 1.8, 2.6, 2.7 | | | | 5.2, 5.5, 6.3 | | | S.4 | S.4 | S.4; L14; L15 |

| | ATS 1 | ATS 2 | ATS 3 | ATS 4 | ATS 5 | AMBDA 1 | AMBDA 2 | AMBDA 3 | AMBDA 4 | AMBDA 5 | SASC 1 | SASC 2 | SASC 3 | SASC 4 | SASC 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D18 | | | 1.6 1.8 | 2.5 | 2.3, 2.6, 2.7 | | | | | 5.2, 5.3, 5.4, 5.5, 5.7, 6.2, 6.3 | | | | S.4 | S.6; L14; L15 |

**Strand E:  Communicating and working with others**
This strand includes the following themes:

- Have a clear sense of their role, responsibility and purpose within a team
- Adopt a team approach and contribute to the effective working of multi-disciplinary teams
- Participate in institutional improvement initiatives to improve outcomes for learners
- Follow their profession's ethical code of conduct
- Undertake to seek the views of parents/carers and strengthen practice between the home and educational setting

| | ATS | | | | | AMBDA | | | | | SASC | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| E1 | | | | 1.6, 1.8, 2.4, 2.5, 2.6 | 2.7 | | | | | 5.2, 5.4, 5.7, 6.2 | | | | S.4 | S.4 |
| E2 | | | | 1.8, 2.5, 2.7 | | | | | | 5.2, 5.7, 6.3 | | | | S.4 | |
| E3 | | 2.2 | | 1.8 | 2.5, 2.7 | | | | | 5.2, 5.7, 6.3 | | | | S.4 | |
| E4 | | | 1.8 | | 2.5, 2.7 | | | | | 5.2, 5.7, 6.3 | | | S.4 | | S.4 |

| | ATS | | | | | AMBDA | | | | | SASC | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| E5 | | | | 1.8, 2.5, 2.7 | 2.3 | | | | | 5.5, 5.7, 6.3 | | | | S.4 | S.4; S.6 |
| E6 | | | | | 1.8, 2.5, 2.7 | | | | | 5.2, 5.7 | | | | S.4 | S.4 |

**Strand F:  Professional development and dyslexia/SpLD**
This strand includes the following themes:

- Actively seek opportunities and challenges for personal learning and development
- Participate in and provide continuous professional development activities

| | ATS | | | | | AMBDA | | | | | SASC | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| .F1 | | | | 1.8 | | | | | | 5.2, 5.4, 5.7, 6.3 | | | | S.4 | S.4 |
| F2 | | | 2.7 | | | | | | | 5.2, 5.4, 6.2, 6.3 | | | S.4 | | S.4 |