



How can an experienced assessors of maths learning difficulties/dyscalculia evidence this formally?

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Experienced assessors of maths learning difficulties/dyscalculia who hold an Assessment Practising Certificate (APC) with a focus on literacy/dyslexia, but have not completed a maths learning difficulties/dyscalculia qualification leading to an eligibility for an APC must evidence their experience via an APEL (Accreditation of Prior Experience and Learning) route, overseen by the professional bodies.

There will be a grace period ending on **31st December 2029** to complete this.

The APEL route is available from the professional bodies:

- British Dyslexia Association (BDA) have an APEL route leading to AMBDA dyscalculia:
<https://www.bdadyslexia.org.uk/services/accreditation/dyslexia-assessor-accreditation/apel-route-to-ambda-dyscalculia>
- The Dyslexia Guild:
<https://dyslexiaaction.org.uk/the-sasc-route-to-maths-assessment/>
- Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS):
<https://www.patoss-dyslexia.org/APEL-SpLD-Mathematics-Difficulties-and-Dyscalculia>

Assessors should use 'Table 3: Knowledge, understanding and skills needed to conduct an assessment of a SpLD in mathematics' from the SASC Guidance on Assessment of Mathematics Difficulties and Dyscalculia 2025 which can be found on the SASC website at: <https://www.sasc.org.uk/media/kj5hyoxl/sasc-maths-difficulties-guidance-march-2025-final.docx> to self-assess their readiness to enter an APEL route. To support, a version which allows assessors to list their qualifications, knowledge and experiences is reproduced below. Table 3 in the guidance gives examples of the suggested evidence for qualifications and experience.

Portfolio checklist for Maths difficulties/Dyscalculia assessors

	Knowledge, understanding and skills needed to conduct an assessment of a SpLD in mathematics	Candidate's Training/skills	Candidate's Evidence
1.	Knowledge, understanding of mathematical skills and how to support learners		
	<u>1.a. Knowledge of mathematical skills development including:</u> <ul style="list-style-type: none"> • Typical trajectories of development of mathematics skills. • The normal range of variation that might be expected for the individual's age and/or level of mathematics education. • The range of strategies and procedures an individual might use to perform calculations and solve mathematical problems at the individual's current level of mathematics experience and training. • An understanding of which strategies and procedures are least/most efficient and effective in different situations. • Typical error patterns for individuals who are struggling with particular aspects of mathematics. • The range of strategies and procedures an individual might use to perform calculations and solve mathematical problems at the individual's current level of mathematics experience and training. An understanding of which strategies and procedures are least/most efficient and effective in different situations. • Current research into mathematical cognition. 		
	<u>1.b. Specific Maths difficulties</u> <ul style="list-style-type: none"> • The impact that domain-specific and domain-general deficits may have upon learning and performance in mathematics in education, the workplace and everyday life. • Typical error patterns for individuals who are struggling with particular aspects of mathematics. • The impact that mathematics anxiety may have upon learning and performance in mathematics • Risk and resilience factors in learning mathematics. 		
	<u>1.c. Maths Anxiety</u> The impact that mathematics anxiety may have upon learning and performance in mathematics.		

	Knowledge, understanding and skills needed to conduct an assessment of a SpLD in mathematics	Candidate's Training/skills	Candidate's Evidence
2.	Teaching qualifications and teaching experience		
	<p><u>2.a. Teaching qualification</u></p> <p>A relevant bachelor's degree or Postgraduate qualification which explicitly and extensively covers how maths skills and/or maths cognition develop, for example:</p> <ul style="list-style-type: none"> • a BEd or PGCE in primary teaching or in a mathematics related subject or; • a BA/BSc or master's in psychology which includes extensive coverage of mathematics and/or mathematical cognition; • a qualification in SpLD Tutoring (Level 5 or above) which includes extensive coverage of maths difficulties within SpLDs; • an accredited top-up course which covers all aspects of 1a, 1b and 1c. <p>In exceptional circumstances, where the assessor does not have a specific graduate/postgraduate qualification in maths, extensive experience and training may be considered on a case-by-case basis at the discretion of the assessor's professional body.</p>		
	<p><u>2.b. Relevant teaching experience</u></p> <p>I) At least two years' experience of teaching mathematics skills</p>		
	<p>II) At least 20 hours of teaching students with mathematical difficulties of which ten hours should ideally be in the last two years.</p>		

	Knowledge, understanding and skills needed to conduct an assessment of a SpLD in mathematics	Candidate's Training/skills	Candidate's Evidence
3.	Training, knowledge and experience of holistic SpLD Assessment		
	<p>Training in the process of performing a holistic SpLD diagnostic assessment which synthesises and evaluates qualitative and quantitative evidence gathered from detailed history-taking, psychometric testing, observation and error analysis.</p>		
	<p>Training in and experience of, applying this knowledge to the assessment of mathematics.</p>		

Assessors should not identify a SpLD in Mathematics/dyscalculia unless they meet all the qualification criteria, covering their training, knowledge and experience of mathematical cognition and the teaching and assessment of mathematics covering the following criteria: as detailed in the table above.