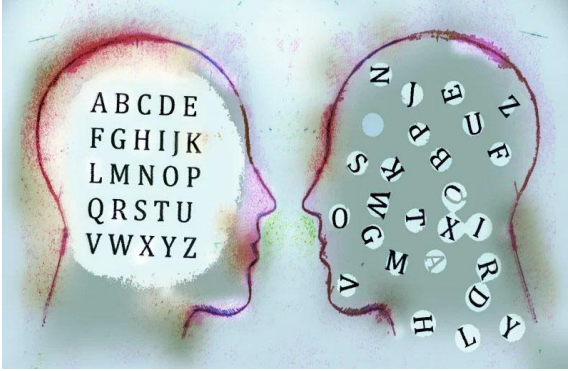


Dyslexia



Source- Bird(no date)

Impact of barriers.

According to the International Dyslexia Association (no date) a child being diagnosed with dyslexia can have detrimental effects on their overall emotional wellbeing. Fisher (2024) agrees with the impact dyslexia has by stating they may have poor short-term memory and slower processing speed which can result in them becoming frustrated. Harding et al (2023) agree with the impact dyslexia has on a child's overall self-esteem stating that dyslexia has a negative impact on their emotional wellbeing and through research that has been carried out dyslexia impacts and can cause other mental health conditions.

Considerations- When analysing barriers and identifying dyslexia as an additional learning need it is important as a professional or caregiver you consider genetic history as dyslexia can be hereditary a child's birth history, speech and language difficulties and physical injury which can result in acquired dyslexia as these all coincide with dyslexia (British dyslexia association, no date).

Conclusion

Dyslexia is a learning disability that will affect children beyond their school age experience but into later life. Throughout the webinar I hope that it has been able to raise awareness of the gaps within the education system and local authorities that are seeing thousands of children not receiving the support they need until they get to college or university age. While it is clear to see that there are strategies and resources available to support primary aged children it is evident that a parent's support outweighs these as without a parent supporting and fighting for the screening and paying privately for the diagnostic report they would not be able to receive the resources and intervention.

What is Dyslexia?

The name dyslexia is formed of two Greek words. 'Dys' meaning difficulty and 'lexis' meaning words. This leads to the term dyslexia referring to a person who has difficulty with words (Fisher, 2024). Dyslexia is a neurodevelopmental disorder than is a lifelong additional learning need (Rawe, 2026). There is no medication that can support children and adults with dyslexia however there are strategies to support the barriers which will be explored throughout the webinar.

Dyslexia is a specific learning difficulty that can affect a child's reading and writing skills. However, it goes beyond reading and writing skills but affects how a person processes information. As well as cognitive areas dyslexia affects it also impact on a person's organisational skills (British Dyslexia Association, no date).

Children and adults who have dyslexia have all different intellectual abilities it is not a single dimension when analysing their academic abilities (Fisher, 2024). According to dyslexia Ireland (no date) some of the most famous people in the world struggle with dyslexia, these include Thomas Edison the inventor of the light bulb, scientist Albert Einstein and Author Agatha Christie.

How is Dyslexia identified and diagnosed?

Dyslexia in children can be identified through them struggling to spell, fluency in reading, mixing up letters and miss pronouncing words (Rawe, 2026). A common letter that children with dyslexia mix up is b and d. Children with dyslexia often mistake those letters for each other.

In school environments within the United Kingdom schools are not mandatory required to carry out a screening for dyslexia on pupils. However, some schools do have the screening programme so will use this to screen children to identify those who require targeted intervention support or who will benefit from carrying out a full diagnostic test (British Dyslexia Association, no date).

A dyslexia screen will be carried out in the education setting to see a child's probability of suffering with dyslexia (British Dyslexia Association, no date). From this screen it will then allow a diagnostic test to be carried out. However, for a child to receive a formal diagnosis the diagnostic test can only be conducted by a qualified specialist teacher or an educational psychologist (Fisher, 2026). Cochrane (2021) states that the diagnostic test will explore short term and working memory, phonological awareness, speed of processing through verbal and nonverbal activities to build a profile on a child's cognitive strengths and limitations.

Through my own experience of a dyslexia diagnosis, it as an in-depth diagnostic test that covers many cognitive areas. However, it is an intense assessment which as a child it is a daunting long process which can be overwhelming especially as there is a focus on reading and spelling which they may already be really struggling with.

Strategies.

When exploring and analysing strategies that are available to support children with dyslexia there are many strategies available. While there are many resources available such as coloured over-lays and speech to text headphones the resource I will be focusing on his adult support, this is due to my own personal experience. Adult's supporting primary aged children who have either being diagnosed with dyslexia or showing signs of dyslexia goes beyond developing and building their cognitive skills it supports shaping their experiences while also developing their emotional wellbeing and self-esteem (Barber, 2025). By adults providing the correct intervention and strategy's to support children with dyslexia they are able to identify the additional learning need early and provided targeted intervention, this will allow for the correct physical resource to be used and they are then also able to provide guidance and support to the child's primary caregivers (Addressing dyslexia, no date). However, there are barriers with adults supporting as it is reported that due to schools facing financial cuts they are not receiving the adequate training to provide specialist tailored intervention to children with dyslexia and other additional learning needs (NCFE, no date).