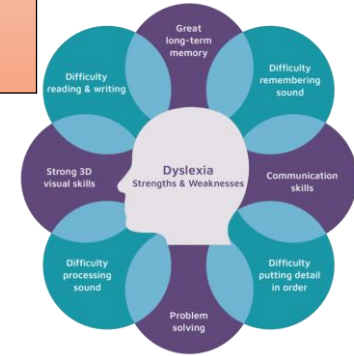


"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling" (National Dyslexia Network, 2020). According to NHS website, (no date) it is said that up to 1 in 10 people around the UK has some degree of dyslexia.



([Dyslexia - Genius Within](#), 2022)

How is dyslexia identified in early years?

According to British Dyslexia Association, (no date), dyslexia can only be formally identified through a diagnostic assessment which is to be carried out by a certified person such as a psychologist who specialises in specific learning difficulties; who will also need to be registered with the health care practitioners council. Through consultation with the child and their parents and the Special Educational Needs Co-Ordinator (SENCO), these assessments can either be requested by the school or can be paid for privately. These assessments will be able to diagnose children and be able to outline their strengths and weaknesses. Assessments and full diagnosis can take a while so it is important that extra support is put in place as soon as the need is identified, rather than waiting for a formal diagnosis. While waiting for a full diagnosis for a child then it may be important to complete checklists and/or screening tests can help give more of an indication of possible learning difficulties and strategies to help those. Although these don't provide a formal and specific diagnosis, these can help to provide a basic understanding of the child's needs and help practitioners to provide a positive and beneficial learning support strategy that is unique to each individual undergoing diagnosis. .

The signs of dyslexia:

There are many signs of having dyslexia and how it can be identified at a young age. Being able to spot the signs early will allow practitioners and parents to put in early interventions for children and young people and offer support for to them to reach their full potential states Early Intervention Foundation, (2022). According to Mayo Clinic, (2022), before a child starts school, they may start to show signs such as delayed speech, learning new words slowly, not being able to remember names, numbers or colours and also difficulty remembering nursery rhymes. When children begin school, signs can become more apparent such as reading age below the expected level for age, difficulty spelling, difficulty to process or understand what they are hearing and may eventually avoid tasks that involve reading or writing and if asked to do these tasks then they may spend an unusual amount of time completing those tasks as reported by Childrens Health, (2021).

Available support for children and young people with dyslexia:

While there is no treatment or cure for dyslexia, many people affected develop effective strategies to successfully manage the impact and making good use of the many good aspects their brain has. Many technology strategies help them to read, write and spell with voice recognition. For reading, changing the physical appearance of text can make it easier for individuals to read, (AbilityNet, 2021). Most people who have dyslexia are sensitive to the glare of a white background from papers, whiteboards and computer screens. By changing the use of paper to a coloured background can make reading more comfortable and allow people to feel more confident, (Crossbow Education, 2022). According to Moylan, (2020), she states that over many years of research of the effectiveness of using coloured paper to help children with dyslexia that it is only 46% effective to help those with dyslexia.

Barriers to diagnosing those with dyslexia:

According to Reid, (2018), it is essential to emphasise the broad nature of dyslexia. It involves much more than difficulties with literacy but also cognitive issues as well as social and emotional issues. Lack of knowledge into dyslexia can result in undiagnosed cases of dyslexia in children. This lack of knowledge acts as a barrier to diagnosing dyslexia and can result in holistic developmental delays or problems, (Shastry, 2006, 104-109). Another source CSP, (2016) also states that Dyslexia is a complex and broad condition that does not only affect literacy development but also other development areas and can often allow people to see things in different ways. Another barrier to diagnosing a child with dyslexia is time. There are many steps to take before a child is diagnosed officially. The school/practitioner will offer early interventions and if the child is still having difficulties then the school and parents may want to consider getting a more in depth assessment from a professional such as an educational psychologist states NHS, (2018). As reported by, Helen Arkell Dyslexia Charity, (2022), assessments can begin when a child is 4/5 years and upwards and this will begin with screening tests which only provide weaknesses and strengths of the child and will provide evidence to justify a need for an in-depth assessment. In the time that children are being assessed and observed, it is more time that they are not being given the correct support strategies or teaching method that will enable them to learn.

Links to other ALN

According to GOV.UK (2017), People who have dyslexia often have other conditions including dyscalculia (difficulty with numbers), ADD (attention deficit disorder) and ADHD (attention deficit hyperactivity disorder). It is also said that dyslexic children and young people may have poor behaviour or anxiety issues. This can be caused by frustration with school or social situations. Social scientists have recently discovered that frustration produces a sense of anger and this can be found in many individuals who are dyslexic states Ryan and International Dyslexia Association, (2021).

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