

What is Dyslexia?

According to Hayes 2021 page 17 Dyslexia can be defined as someone who has difficulty with words. Research by Reid 2007 page 5 states that dyslexia has a close connection with neurological factors, phonological, visual and auditory processing difficulties.

Reid and Guise 2019 page 15 highlights that symptoms of dyslexia show through someone's:

- reading
- writing
- spelling
- memory
- organisation

However, the definition is continually growing, for example, Hammill and Allen 2020 page 27 states that because of this it is considerably difficult to distinguish between students who are likely to have dyslexia and those that are poor readers

Although, this does not mean that they are disadvantaged. In fact, Cancer et al 2016 page 1 has proven that children with dyslexia are more creative and are better able to problem solve and think outside the box.

Early Diagnosis

It is essential for any child that is suffering from these symptoms to be tested and diagnosed as early as possible because dyslexic children can find it hard to compete in normal life challenges, in particular their time within the education system

Welsh Government 2018 page 28 highlights that early interventions are important to children, ensuring that they have opportunities to succeed.

Anon 2017 says that early interventions reduce the risk of children suffering emotional and social issues at school. Similarly, early interventions have been proven to reduce stress and aid their well-being. With a later diagnosis of dyslexia, there is a higher chance that children would experience more limitations.

How to diagnose Dyslexia?

When to get diagnosed:

- If a family member has been diagnosed.
- When signs begin to show

Diagnostic Methods:

- Dyslexia Assessment
- The test of dyslexia and dysgraphia (TODD)
- Dyslexia early screening test

Benefits of a diagnosis:

The NHS 2018 says that a diagnosis will provide an understanding of the child's learning difficulties and suggest interventions that can help them. Furthermore, The International Dyslexia Association 2009 page 1 voices that a diagnosis will demonstrate to children their strengths and weakness.

Additional Learning Needs (ALN)

DYSLEXIA

Barrier 1 – Excluded from curriculums

Kamenopoulou 2018 page 2 recounts those that are dyslexic are traditionally at risk of being excluded from education.

The Foundation Phase is a prime example. The children's commissioner for Wales no date Page 10 shows that an analysis of the foundation phase has shown that there was an increase in cases of exclusion amongst children.

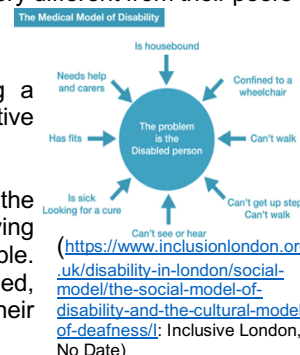
The Foundation Phase curriculum's aim is to provide opportunities for children to understand the world around through practical activities that are relevant to their development stage.

However, dyslexic children do not share the same development rate as a non ALN child. These children can be made to feel very different from their peers because they not reaching the same academic level.

What is the medical Model of Disability?

The medical model of disability says that having a disability is negative and it makes your body defective and something that needs to be fixed.

The Foundation phase demonstrates this within the curriculum. For example, anyone who is not achieving their set level of understanding are deemed less capable. This can leave the dyslexic child feeling mentally abused, disconnected from others and excluded from their community and society.



Barrier 2 – Appropriate Professionals

It is essential that all professionals within the early years understand dyslexia and possess an in-depth knowledge of how it can affect children.

In a survey conducted by Knight 2017 page 207, it was discovered that only 2,600 teachers in the United Kingdom had a basic understanding of Dyslexia. Peries *et al* 2021 page 488 highlights that a lack of knowledge hinders teachers' performance because they are unable to provide the appropriate and relevant support that a disabled child needs.

Furthermore, Passadelli et al 2020-page 3 says that effective training can aid dyslexia students overcome their difficulties. In addition, an understanding of the disability will also allow for barriers such as misconceptions and limitations to be reduced. Overall decreasing a child's frustration, anxiety, and behaviour problems.

High-quality teaching and an awareness of the differentiation of individuals is the starting point in responding to people with an additional learning need. Secondly, having Confidence identifying Dyslexia is essential. Nilsson and Nilsson 2015 page 11 suggests that without it, children cannot be correctly assisted or supported. For example, it is their time in the classroom that allows them to develop holistically, without the correct support children will miss out on valuable opportunities in both their present and future lives.

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(<https://blog.thenationalcollege.co.uk/news/dyslexia-week-2020> :

Ingram, 2020)

10%–15%
of the UK population
has dyslexia

Support Strategy – Inclusive Education

A support strategy should not make a child feel singled out, but instead it should embrace equality and inclusion. Therefore, the use of an inclusive education will grant children the support that they need without making them feel isolated.

Chennat 2019 page 84 states that an inclusive education is a chance for the schooling system to open its doors to students with diverse abilities, capabilities and learning styles and tailor their pedagogic practices and strategies to include people of all abilities

Inclusive education is the bridge allowing those that are traditionally at risk of being excluded to have the right to cross the gap and have access to a mainstream education.

Benefits

- Provides an education that meets children's needs academically and emotionally.
- Allows education to become enjoyable for all children.

Inclusive education provides opportunities to:

- Empower children
- Obtain feelings of acknowledgement.
- Increase the probability of a higher success rate, a higher academic performance, and a higher rate of engagement.

Challenges:

Inclusive education is one of the top challenges in today's world, there is still a need for further information and guidance on the matter. However, Watkins and Meijer 2016 say that this issue can be overcome by removing legal and organisational barriers.

This includes writing new policies that allow for early years settings to understand what is meant by inclusive education and how they can introduce it themselves.

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