

Contents Page

1. Script for Poster
2. References

I confirm no AI tools have been used in this assignment.

Introduction

Dyslexia - difficulty with reading, spelling and writing

Linked to phonological processing, not intelligence (British Dyslexia Association, 2021)

Affects about 10% of people in the UK

Impacts learning because education relies heavily on literacy (National Literacy Trust, 2021)

Early identification is important - reduces long-term impact

Early years support helps development

Wales uses ALN system - support based on need, not diagnosis (Welsh Government, 2021)

Problem: support is still not equal everywhere (SEN Reform Wales, 2020)

Diagnosis

Process:

Teacher notices difficulties

Screening tools used

Specialist assessment (e.g. psychologist) (British Psychological Society, 2018)

Signs of dyslexia-

Struggles with sounds (phonics)

Slow reading

Poor spelling (British Dyslexia Association, 2021)

Early diagnosis helps support (Macintyre, 2015)

Problems:

Teachers may miss signs - lack of training (Wearmouth, 2021)

Some children hide difficulties - delayed help

Diagnosis not equal-

Long NHS waiting times (NHS UK, 2022)

Private assessment costs money

Different areas = different support (BDA guidance, no date)

Support can be given without diagnosis (Welsh Government, 2018)

Good: more inclusive

Issue: less clarity, possible delays (SEN Reform Wales, 2020)

Medical model - problem is the child

Criticism- ignores environment (Hodkinson, 2019; Wearmouth, 2021)

Barriers

1. Attitudes

Some think dyslexia = low intelligence (Alexander-Passe, 2017)

Leads to:

Low expectations

Less support

Affects:

Confidence

Motivation

Mental health

Learners feel misunderstood (University of Strathclyde, no date)

2. Access to support

Support depends on:

School funding

Staff training

Location (Education Endowment Foundation, 2020)

Not all schools provide equal support

Ofsted found inconsistencies (Ofsted, 2019)

Delays = bigger learning gaps

System barriers

Education focuses heavily on reading/writing

Disadvantages dyslexic learners (National Literacy Trust, 2021)

Social model - environment creates barriers, not just the child (Hodkinson, 2019)

Interventions

Best support = structured, evidence-based teaching

Focus on phonics and literacy (Education Endowment Foundation, 2020)

Clear, step-by-step teaching

Repetition

Multisensory learning (Dyslexia Action, 2017)

Example:

POPAT:

Builds reading and spelling skills

Focuses on phonics and processing

Structured and gradual (Learning and Literacy Clinic, 2025)

Early support improves outcomes (BBC Teach, 2019)

Challenges:

Lack of funding

Limited training

Time constraints

Removing pupils from class - stigma (Alexander-Passe, 2017)

Cultural Perspectives

Dyslexia understood differently across cultures

Some places:

Stigma

Lack of awareness (Wearmouth, 2021)

Beliefs affect:

Diagnosis

Support

Early years-

Inclusion and teamwork improve outcomes (Crutchley, 2018)

Strong inclusive policies (Welsh Government, 2021)

ALN system/support based on need

Issue- Not applied equally everywhere (SEN Reform Wales, 2020)

Conclusion

Dyslexia is common and complex

Needs-

Early identification

Good support

Diagnosis helps but is not equally accessible

Barriers come from-

Attitudes

Lack of resources

Interventions work but are not always available

Questions

Question 1: Why is diagnosis still important if Wales uses a needs-led approach?

Diagnosis is still important because it helps clearly identify a learner's specific difficulties and ensures they receive targeted support. Although Wales promotes a needs-led system (Welsh Government, 2021), access to diagnosis can still affect the type and consistency of support, and not all families can access it equally (NHS UK, 2022).

Question 2: Why is the social model more useful than the medical model?

The social model is more useful because it focuses on removing barriers in the environment, like teaching methods and attitudes, rather than seeing the learner as the problem. This helps create more inclusive education and better outcomes (Hodkinson, 2019).

References

Alexander-Passe, N. (2017) *The dyslexia experience: Difference, disclosure, labelling*. London: Jessica Kingsley Publishers. Available at: <https://das.org.sg/wp-content/uploads/2023/10/APJDDVol2No2-alexanderpasse.pdf> (Accessed: 30 April 2026).

BBC Teach (2019) *Supporting learners with dyslexia*. Available at: <https://www.bbc.co.uk/teach> (Accessed: 30 April 2026).

British Dyslexia Association (2021a) *What is dyslexia?* Available at: <https://www.bdadyslexia.org.uk> (Accessed: 30 April 2026).

British Dyslexia Association (2021b) *Is my child dyslexic? Diagnosis*. Available at: <https://www.bdadyslexia.org.uk/advice/children/is-my-child-dyslexic/diagnosis> (Accessed: 30 April 2026).

British Dyslexia Association (2021c) *Dyslexia diagnostic assessment*. Available at: <https://www.bdadyslexia.org.uk/dyslexia/how-is-dyslexia-diagnosed/dyslexia-diagnostic-assessment> (Accessed: 30 April 2026).

British Educational Research Association (2018) *Ethical guidelines for educational research*. London: BERA.

British Psychological Society (2018) *Dyslexia, literacy difficulties and psychological assessment*. Leicester: BPS.

Crutchley, R. (2018) *Special needs in the early years: Partnership and participation*. London: SAGE.

Dyslexia Action (2017) *Teaching and learning toolkit*. Available at: <https://www.dyslexiaaction.org.uk> (Accessed: 30 April 2026).

Dyslexia Wales (no date) *Dyslexia Wales*. Available at: <https://www.walesdyslexia.org.uk/> (Accessed: 1 May 2026).

Education Endowment Foundation (2020) *Special educational needs in mainstream schools*. London: EEF.

Hodkinson, A. (2019) *Key issues in special educational needs, disability and inclusion*. 3rd edn. London: SAGE.

Learning and Literacy Clinic (2025) *Evidence-based dyslexia interventions guide*. Available at: <https://www.learningandliteracyclinic.com.au/evidence-based-dyslexia-interventions-guide-2025/> (Accessed: 30 April 2026).

Macintyre, C. (2015) *Identifying additional learning needs in the early years*. 2nd edn. London: Routledge.

Mathieson, K. (2015) *Inclusion in the early years*. Maidenhead: McGraw-Hill Education.

National Literacy Trust (2021) *Literacy and life chances*. London: NLT.

NHS UK (2022a) *Dyslexia overview*. Available at: <https://www.nhs.uk> (Accessed: 30 April 2026).

NHS UK (2022b) *Dyslexia in children*. Available at: <https://www.nhs.uk/conditions/dyslexia-in-children/> (Accessed: 30 April 2026).

Nutbrown, C. (2011) *Inclusion in the early years*. 2nd edn. London: SAGE.

Ofsted (2019) *Education inspection framework*. London: Ofsted.

SEN Reform Wales (2020) *Additional learning needs transformation programme*. Cardiff: Welsh Government.

University of Strathclyde (2023) *Barriers faced by students with dyslexia*. Available at: <https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/informationforstaff/workingwithstudentswithdyslexia/barriersfacedbystudentswithdyslexia/> (Accessed: 30 April 2026).

Wearmouth, J. (2021) *Special educational needs and disabilities in schools: A critical introduction*. 2nd edn. London: Bloomsbury Academic.

Welsh Government (2012) *Current literacy and dyslexia provision in Wales*. Available at: <https://www.gov.wales/sites/default/files/statistics-and-research/2019-08/120824-current-literacy-dyslexia-provision-en.pdf> (Accessed: 1May 2026).

Welsh Government (2018) *Additional learning needs and education tribunal (Wales) act 2018*. Cardiff: Welsh Government.

Welsh Government (2021) *Additional learning needs code and implementation guidance*. Cardiff: Welsh Government.