

Inclusive Environments

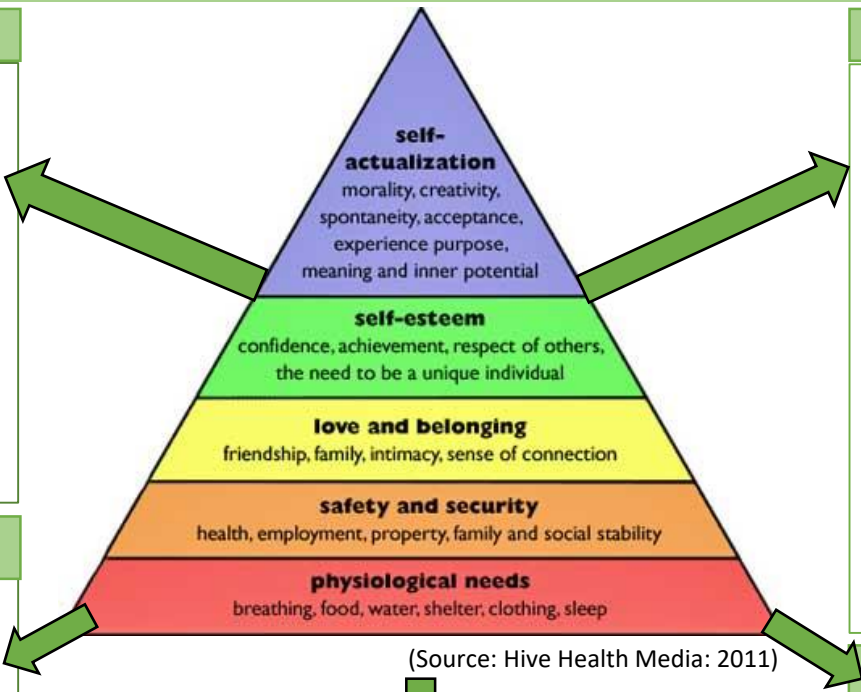
Freeman, et al (2003) suggests that inclusive environments have advanced within modern day education as throughout history, children with disabilities were forced to become isolated, leading to feel victimised within their own community. However, education today has centred approaches to learning around children's rights. For example United Nations Educational , Scientific and Cultural Organisation (2015) highlights that the United Nations Convention on the Rights of the Child (UNCRC) has encouraged children to participate in education, as within Indonesia, the average rate of academic performance had increased due to enrolling children with various disabilities into the setting in 2003. however, Hawkins (2011) suggests that practitioners felt as though they had a lack of sufficient knowledge and skills to teach every learner with various additional learning need.

Early Identification

British Dyslexia Association (No Date) states that practitioners who have the knowledge on identifying early signs of dyslexia will have a more positive effect on children's learning as well as creating strong relationships with parents. Reid (2017) further suggests that this early identification will enable practitioners to create a learning strategy, tailored around the child's individual needs as they will have an understanding of how the child learns more effectively. On the other hand, Torgesen (2010) highlights that within five recent studies, various methods that prevent difficulties with reading and writing, failed to meet each child as six percent of these children were inadequately prepared for reading comprehension due to the lack of attention to their learning needs.

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Barriers to learning

- Feeling embarrassed to read out loud which promotes bullying (Rose, 2009).
- Curriculum stresses from the ethos of reading to learn (Muter and Snowling, 2009).
- Added pressure of practitioners meeting every needs of children (Stoffers, 2011).
- However, the Foundation Phase supports children with diverse learning needs (Welsh Government, 2015) .
- Wasting money on expensive tuition, are there cheaper alternatives? (Harrabin, 2003)
- Costs of diagnostic assessments (British Dyslexia Association, No Date).

Multi sensory play

Jeffery and Stanford (1998) suggests that there are three main effective methods to facilitate reading development for children with dyslexia, these are, highly structured phonetic programmes, constant repetition and the use of multi sensory learning to support memory deficits for this additional learning need. To support this, in more recent years, According to Quality Improvement Agency (2008) practitioners found that implementing multisensory play into children's learning has proven to be valuable as this maximises children's participation through using a range of stimuli. An example of this is Jolly phonics as Jolly Phonics and Grammar (No Date) highlights that children learn through actions and songs as for each world, the child will learn a certain action that represents it. Barnett (2013) further suggests that this phonics programme encourages emergent literacy by learning letter and letter sounds in a meaningful way. However, Stoffers (2011) states that classrooms are becoming less creative as there is added pressure on practitioners to prepare young children for future tests and exams, which leads to children learning from work sheets, this takes away children's enthusiasm to learn.

Dyslexia Friendly Schools

Cochrane et al, (2012) Suggests that the purpose of Dyslexia friendly schools is to ensure that settings have strengthened knowledge of the needs of children with this condition, so that all needs can be met, this in turn will lead to greater levels of student achievement and aspirations. On the other hand, Fawcett and Reid (2004) states that in order to become a dyslexia friendly school, settings needs to regularly review whole-school policies, regarding to teaching strategies which can be proven difficult, as this concept can be time consuming and costly for the setting and its practitioners, in regards to regularly reviewing policies and procedures. On the other hand, the Dyslexia-friendly teachers toolkit (2013) suggests that in more recent years, dyslexia has been widely recognised with practitioners having increased knowledge of improving strategies , therefore practitioners can ensure the progression of learning for these children.

Strategies of Dyslexia Friendly Schools

- Partnerships with parents (Welsh Government, 2015)
- Coloured Overlays

“Let dyslexia be looked at from a different angle, not as a learning disability but a different learning ability.” (Swindon Borough Council, No Date: 1)

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