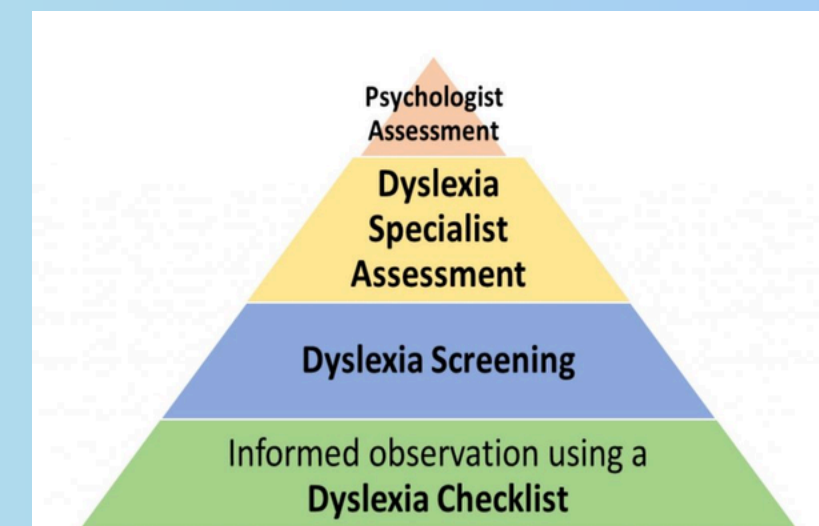
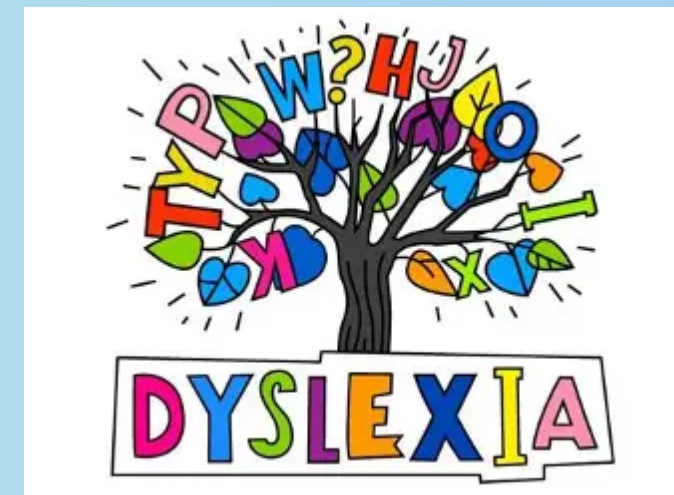


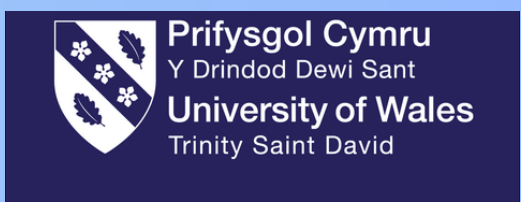
## Impacts of Barriers

# Introduction

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## Support Strategies

In both mainstream and ALN settings, visual aids, including visual timetables and visual cues, are frequently used as a means of reducing cognitive load. The Welsh Government emphasises the importance of supporting learners with specific learning difficulties. Highlighting the importance of structured learning environments and identifying visual aids as a recommendation for a classroom setting (Welsh Government, 2022).

This strategy is often explained through the Dual Coding theory, which was first proposed by Paivio and later expanded further by Mayer. According to dual coding, learning is enhanced when the information is represented in both verbal and visual forms because it produces two memory traces rather than just one. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) states that learners with disabilities have the right to inclusive education, accessible settings, and reasonable accommodations. Article 24 aims to remove obstacles to education and make sure that instructional strategies are tailored to each student's needs. As a result, visual aids should be viewed as a rights-based modification.

One support strategy that enables learners to access curriculum content is Text-to-Speech (TTS), an assistive technology that converts written text into spoken audio. By reducing the cognitive load associated with word-level reading

## Conclusion

In conclusion, the evidence demonstrates that early accurate identification and a diagnostic process that acknowledges the diverse cognitive profiles linked to dyslexia are essential for providing effective dyslexic support. Barriers such as inconsistent assessment pathways, literacy- heavy- classrooms and a lack of understanding and knowledge from practitioners continue to restrict learners with access to appropriate provisions. Research highlights the need for learners to receive targeted tailored support (Booth et al 2019, Kearns et al 2019).