

Dyslexia ECEY6006 Student No. 2206980 Word Count: : 976	What is an Additional Learning Need (ALN)? A child has an ALN if they display greater difficulty in learning compared to children in the same age range or have a disability which hinders them from utilising the facilities generally provided for children of the same age (<i>Education Act 1996</i>). Within Wales, all settings and schools must adhere to the <i>Additional Learning Needs and Education Tribunal Wales Act 2018</i> to ensure that ALNs are identified as early as possible, supported appropriately and in accordance with the <i>Equality Act 2010</i>, reasonable adjustments are made to ensure inclusion for all.
What is dyslexia? Dyslexia is a specific learning difficulty that primarily affects a person’s ability to fluently and accurately read and spell (Welsh Government, 2015 and Wales Dyslexia, no date). The British Dyslexia Association (no date b) and Helen Arkell Dyslexia Charity (no date b) ascertain that dyslexia usually runs in families and is a lifelong neurological difference that affects anybody regardless of race, gender or ethnicity. Under the <i>Equality Act 2010</i>, dyslexia is classed as a disability as it is a lifelong condition that can have substantial effects on a person’s day to day activities.	Interventions and support strategies How a practitioner supports a child with dyslexia will depend on what challenges they face due to their condition; however, a multisensory approach should be taken to ensure the best possible outcomes for the child (Neath Port Talbot Council, no date). A person with dyslexia may have difficulties in one or several areas of learning including: - Attention and listening skills - Auditory Memory Skills - Receptive language skills - Phonological awareness skills - Verbal memory and verbal processing speeds
Characteristics of dyslexia According to Rose (2009), a person with dyslexia may display difficulties in phonological awareness, verbal memory and verbal processing speeds and suggests that dyslexia should be thought of as a continuum rather than a specific category as there are no cut off points. Dyslexia may occur with crossover ALNs (British Dyslexia Association, no date a and Wales Dyslexia, no date) and approximately 1 in 5 people in the UK has a language-based difficulty (Wales Dyslexia, no date). Falzon (2021) suggests that a clear definition of what constitutes dyslexia is debatable, however, Catts et al. (2024) suggests that an update of the definition and clarity of terms used to describe characteristics of dyslexia is needed to ensure that practitioners can adequately support the children in their care.	Practitioners should routinely use methods of teaching that include visual, auditory, kinesthetic and tactile channels or (V.A.K.T) (Neath Port Talbot Council, no date), this is particularly important for children with dyslexia who may use creative thinking to learn and develop solutions to solve problems (Rose, 2009). For ideas on how to support each of these areas, please request a copy of the specific literacy difficulties pathway guidance, these should also be available through the school or setting’s ALN coordinator.
Signs of dyslexia and diagnosis within the early years According to Neath Port Talbot Council (no date) and The British Dyslexia Association (no date c) a child may display some of the points below: Difficulty learning nursery rhymes and songs Difficulty sitting still and paying attention Muddles words, for example, cucumber, flutterby Family history of dyslexia Forgets names of friends and teachers. Slow speech development Although a teacher cannot provide a diagnosis of dyslexia, assessments and screening should be carried out to ensure that any child requiring intervention receives this as early as possible (Welsh Government, 2015). Tools available for screening and assessment include: - Scores from LNF/CAT scores - WellComm/Language/Speech Link - Phonic Rocket Assessment - Phonological Assessment Screener Children aren’t routinely assessed for dyslexia in the United Kingdom (British Dyslexia Association (no date d), however, teachers are expected to take the lead on assessing and putting into place interventions for children with ALNs (Welsh Government, 2021).	Barriers to diagnosis and intervention Griffiths and Kelly (2018) argue that teaching assistants are frequently required to carry out intervention sessions with children, however, many of them raise concerns that having to cover staff absences meant that sessions were missed and that interventions were done in the afternoons when the children were tired or may be missing out on sessions they enjoyed, such as art or other creative tasks. Rose (2009) ascertains that the quality of the education depends on the quality and training of teachers as an obvious truth when discussing assessment and intervention for dyslexic learners, however, almost three quarters of teachers say that training specifically for dyslexia support was not sufficiently covered in initial teacher training (Knight, 2018). Curran (2020) suggests a joined up approach to identifying ALNs with trusting relationships with families as paramount to early identification, however, some parents say they feel isolated during the assessment and diagnosis of an ALN (Holland and Pell, 2018) and that there is lack of training and funding within the UK for dyslexia (Harding et al. 2023), similarly, Kranz, Serry and Snow (2024) suggest that due to lack of knowledge and funding, some children may go undiagnosed, particularly more gifted children who are able to read at word level and not meet the criteria for testing.
In conclusion, dyslexia is a specific learning difficulty and is classed as a disability that can affect the accuracy and fluency of how a person reads and writes. It lacks a clear definition as the symptoms that each person experiences are unique. There are several assessments that practitioners may use to assess for dyslexia and although they are unable to give a diagnosis, they are expected to take the lead on implementing interventions to ensure the best outcome for children. A multi-sensory approach to teaching is recommended utilising V.A.K.T channels, however, many practitioners, teachers and teaching assistants alike, argue that insufficient training and lack of funding may mean the correct assessment and interventions are not put into place preventing children from reaching their full potential.	

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Good evening all and thank you for joining us this evening for our webinar on supporting children with additional learning needs or ALN. My name is Sarah French, 2206980 and I will start our webinar with a presentation on dyslexia. I will be followed by Emma who will be covering autism, followed on by Sam who will be discussing down syndrome and finally, Charlotte who will also be covering autism. Could I please ask that we are respectful to each speaker, please mute your mics and if you do have any questions, please keep them until the end of each presentation. I would ask that to comply with the *Data Protection Act 2018*, if any of your questions relate to a specific child you use an alias and would also like to double check that everyone is happy that we are recording this evening's webinar? OK, if everybody is ready, we will make a start.

This evening, as mentioned, I will be looking at dyslexia, I will cover definitions of dyslexia and focus in on the roles and responsibilities of the early years practitioner in identifying, assessing and supporting children with dyslexia. Any assessments and interventions should take a person-centred approach with the child at the centre of every decision made in line with the Additional Learning Needs code for Wales 2021 (Welsh Government, 2021) and in line with article 12 of the United Nations Convention on the Rights of the Child (UNCRC), the right for children to express their views, however, for this presentation I will focus in on the barriers from a practitioner's point of view.

Firstly, what is an Additional Learning Need?

According to the *Education Act 1996*, a child has a special educational need or ALN if they experience significantly greater difficulty in learning compared to most children of the same age or, if they have a disability that hinders or prevents them from utilising the facilities generally provided for children within the same age range and, in line with the *equality act 2010*, every setting or school is legally required to make reasonable adjustments to ensure inclusion for all.

Within Wales, schools and settings must follow the *Additional Learning Needs and Education Tribunal Wales Act 2018* to ensure that ALNs are identified early, that all children are heard when considering their additional needs and that a multi-agency, whole setting approach is taken, ensuring inclusive practice that allows every child to develop to their full potential.

So, what is Dyslexia and how is it defined?

Dyslexia is a specific learning difficulty that can affect a person's ability to read, write and process the information they are given (Wales Dyslexia, no date and Welsh Government, 2015).

It can affect anybody regardless of race, gender and ethnicity and can affect people across a range of intellectual abilities (Wales Dyslexia, no date). The British Dyslexia Association (no date a) describes dyslexia as a neurological difference that can have a significant impact on a person's everyday life, similarly, Norton, Beach and Gabrieli (2015) suggest that neurobiological differences are present in people with dyslexia, however, they argue that the differences are changeable before any reading instruction is given and may be different dependent on the methods of learning to read.

Catts *et al.* (2024) suggest that the definition of dyslexia requires an update, and that better clarity of terms are needed to describe the characteristics of dyslexia thereby enabling practitioners to best support the children in their care. It is also a learning difficulty that usually runs in families (National Health Service, 2022 and Wales Dyslexia, no date).

As every person's experiences of dyslexia are different and there are no typical traits or strengths and challenges for people with Dyslexia, a clear definition of what it is, is debatable (Falzon, 2021). It is estimated that around 1 in 5 children has a language-based learning difficulty in the UK (Wales Dyslexia, no date).

For most people around the world, the ability to read is essential, globalisation has placed greater demands on the kinds of literacies people require within the workplace and in the daily demands of everyday life (Falzon, 2021). According to the new curriculum in Wales, for children to meet the four purposes they must be able to read, understand and critically analyse the information that is available to them through various mediums including the use of digital technologies (Welsh Government, 2024). This also links with Article 29 of the UNCRC which specifies that every child has a right to an education that fully develops their abilities, personality and talents (United Nations Children's Fund, no date).

Signs and symptoms of dyslexia

According to Rose (2009) characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speeds and that it should be viewed as a continuum rather than a specific category, similarly, (Lyon, Shaywitz and Shaywitz, 2003) suggest that dyslexia may affect how a person processes information, they may have difficulty remembering what they have seen or heard which may, in turn, affect a person's ability to read and write.

The British Dyslexia Association (no date c) suggest that children within the early years may struggle to process and remember information, for example, following two step instructions, such as, put the toys in the box and put them on the shelf. A child may have difficulty learning to do their laces or doing up buttons (Helen Arkell Dyslexia Charity, no date a).

Ozzie (2019) suggests that a child may struggle to pronounce words fluently and correctly when reading aloud and there may be observable differences in spelling mistakes between them and others of a similar age range.

Neath Port Talbot Council (no date) suggest that children with specific learning difficulties may struggle to follow instructions, have poor organisational skills, they may confuse high frequency words such as no and on and they may struggle to remember simple sequences such as days of the week, however, Reid (2016) argues that how to assess for dyslexia is a contentious topic, the definition of what constitutes dyslexia and the signs of symptoms that are looked for and measured vary as every person's experiences and symptoms are unique.

Methods of assessment

Dyslexia Wales (no date) suggest that multiple tests should be carried out when assessing for dyslexia, they cover three areas, firstly, underlying ability, a child's potential for learning, secondly, attainment, testing skills in reading, writing, spelling and comprehension and finally, cognitive processing, testing a child's ability to remember and recall information, however, the lack of a clear definition of what constitutes dyslexia may lead to inconsistencies in methods of assessing, which may lead to questions of the validity of these assessments (Anderson and Monsrond, 2022).

One method that was regularly utilised in the assessment for dyslexia is the IQ achievement discrepancy model or IAD where a discrepancy is looked for between a child's IQ level and the reading achievement scores (Sadusky *et al.* 2022), however, although research has shown a link between IQ and reading achievement, the correlation between the two is lower than the listening comprehension assessment whereby children's understanding is assessed and the findings of a comprehension test can also suggest interventions. The ALN code for Wales 2021 suggests that practitioners take a holistic approach to assessing a child using information gathered over time to gain a more in-depth view of the child and their needs (Welsh Government, 2021).

One tool used to gather evidence of a child's progress within the early years is the WellComm toolkit. WellComm can be used by practitioners without the need for specialist training and is also provided with a big book of ideas for targeted intervention ideas to help bridge the gaps in children's knowledge and to provide immediate support (GL Assessment, no date). Dysart and Code (2024) suggest that good communication at the age of 5 can contribute to positive outcomes later in life, one of which being, literacy skills, however, early years practitioners frequently say that they lack the knowledge and experience to adequately recognise and support delays in the children they care for, similarly, Seager and Abbot-Smith (2017) suggest that tests used by early years practitioners, such as WellComm, may be insufficient for assessing language comprehension which may be a sign of dyslexia.

Dyslexia cannot be diagnosed by teachers; an educational psychologist or specialist dyslexia practitioner are needed to provide this. Welsh Government (2021) suggests that teachers should take the lead on assessments of children in their care and that the earlier an additional learning need is assessed and the earlier the interventions implemented, the better the outcomes for the child, however, Knight (2018) suggests that almost three quarters of teachers felt that training specifically for dyslexia was not covered sufficiently during initial teacher training, similarly, Stevani and Tarigan (2022) suggest that teachers feel that they lack the knowledge necessary to assess and support children with dyslexia appropriately.

Kranz, Serry and Snow (2024) argue that due to a lack of teacher knowledge and the availability of testing in schools many students may go undiagnosed and unaddressed particularly gifted children who are able to mask their reading difficulties. Parents also share the view that there is insufficient training and funding to effectively diagnose and support children with dyslexia in the United Kingdom (Harding *et al.* 2023).

Curran (2020) recommends a joined-up approach to identifying an ALN in the early years suggesting that a trusting relationship with parents is paramount to identifying an ALN as early as possible, similarly, Welsh Government (no date) highlights that a collaborative approach should be taken when assessment and screening is carried out, however, Holland and Pell (2018) argue that parents may feel isolated during the diagnosis of an ALN and that they turn to support groups, for example, social groups of parents that are going through the same stressful situation of waiting for a diagnosis, they may also feel that schools describe their child in terms of deficit leading to feelings of inadequacy. This links with Anderson and Monsrond's (2022) argument that a lack of definition on what constitutes dyslexia and lack of a joint up approach to testing may lead to children not gaining the appropriate and necessary intervention, particularly important when considering the stress that it may put on families and the importance of early intervention for the best possible outcomes for children.

Interventions to support children with dyslexia

Neath Port Talbot Council (no date) suggest that a multi-sensory approach should be taken to support children with dyslexia, including visual, auditory, kinaesthetic and tactile channels, for example, when learning letters, display pictures of the letter, sound out the letter and encourage child to sound them out too, make the shape of the letter using building blocks or in sand trays and have physical, 3D letters to touch and feel.

Universal resources such as word maps and banks can be utilised, using magnetic letters or whiteboards and pens where mistakes can be easily erased. Computer programmes such as NESSY or apps such as dyslexia quest and splingo or band cyw for Welsh learners may be utilised, however, some children may feel that there is a stigma attached to using these programmes and they would rather use them outside of the classroom, which from a practitioner's point of view may put extra strain on staffing (Molyneaux and O'Brien, 2023).

A study by Griffiths and Kelly (2018) showed that dyslexia support and intervention was being carried out more and more by teaching assistants who reported that their professional behaviour changed after attending specialist dyslexia training, however, they felt that being pulled away from sessions to cover other staff blocked learning and also that their interventions usually happened in the afternoon when pupils were tired or were being pulled away from topics they enjoyed, for example art or other creative tasks.

As you may see on the poster: Strategies to support a child with dyslexia cover supporting attention and listening, auditory memory, receptive language, phonological awareness and speech and finally, verbal memory and processing speed. The area you choose to focus on will depend on the individual child, support can be tailored to support the challenges they face, for example, for a child who finds it difficult understanding what is said to them, they may require strategies to support receptive language, a practitioner may need to break down language into manageable chunks, reduce the number of instructions given at one time or provide visual aids such as a visual timetable.

There are also inconsistencies across Wales regarding how local authorities meet ALN provision, for example, the levels of children with statements varies and the ratio of children with identified ALN and those who are statemented also varies across local authorities which suggests that they are meeting ALN needs differently, however, Estyn suggest that even though ratios differ there is no link to this and the quality of the ALN services provided (Dauncey, 2016), Catt et al. (2024) suggests that through cooperative working and effective sharing of research and information, outcomes for people with lifelong learning difficulties may be improved.

In conclusion, dyslexia may lack a clear definition, however, practitioners are expected to identify, assess and put in place interventions to ensure equality for every child to develop to their full potential. There are strengths and weaknesses to each tool used to assess, however, practitioners should consider information gathered from a variety of sources to decide the best interventions to utilise. Many practitioners feel that they lack sufficient knowledge to adequately support children with dyslexia, however, to ensure that every child has equal opportunities in education, they should work collaboratively with the children they support, their families and utilise the resources and funding available to best meet these needs.

There are links provided on the poster to the specific literacy difficulties framework and the guidance document for screening, assessment and intervention, which cover, in more detail, identification, assessment and strategies for dyslexia, thank you for listening, are there any questions please?

