

Introduction

This presentation is about different strategies that have been researched that are used to support children with dyslexia within early years. To ensure that children with dyslexia have the best opportunities that they can gain access to, which will ensure that the child develops and grows to the best of their ability. This presentation will also look at what early intervention is and how good practice can help with the education of children with dyslexia.

What is dyslexia?

According to Hulme and Snowling (2009) dyslexia is one of the most commonly known learning disabilities. According to Rogers and Bourne (2012) dyslexia is a learning difficulty which is combined with both strengths and weaknesses that affect a child’s learning process in spelling, reading, writing and sometimes numeracy. As stated by Rogers and Bourne (2012) children with dyslexia also have a weakness in sequencing information and at the rate they process information, dyslexia can also affect a child’s short-term memory. As noted by Rogers and Bourne (2012) all of these skills are very important while learning in a busy classroom environment.

What is early intervention?

According to Early Intervention Foundation (2018) Early intervention is when different professionals and organisations work with children and families to help them understand and develop even with an additional learning need such as Dyslexia. As stated by Early Intervention Foundation (2018) early intervention is a collaborative approach that provides effective support to families and children. According to Wales Government (2012) for children who gain access to early intervention the amount of additional provision varies.

Strategies used to support children with Dyslexia

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What is a Special Educational needs Co-Ordinator?

According to CROYDON (No date) Special educational needs co-ordinators which is more commonly known as SENCO is one the main support strategies to help a child with dyslexia. They provide settings with SENCO’s with resources to help organise and develop a planning system for children with dyslexia. As stated by CROYDON (No date) one of the main roles of a SENCO is to plan future support for children with additional needs such as dyslexia, this is often done by discussions with other professionals within the school to ensure that an effective individual education plan is put into place for children with dyslexia. All professionals within the setting must have a good understanding of the Individual Education Plan and that it is working steadily towards meeting the child’s targets to ensure that they develop.

Main references

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What is an Individual Educational Plan?

According to Rebhorn (2017) the IEP is one of the main support strategies for children with dyslexia within education. This strategy can have a positive effect on a child’s growth and development within education, as it allows the child with dyslexia to have goals set for them to be able to reach and aim to develop and grow towards. As stated by Rebhorn (2017) these goals can make children a lot more confident while carrying out daily tasks and activities within the setting as it helps the child with dyslexia to understand their strengths and work on their weaknesses. To ensure that the child is able to carry out the same activities with their peers as the IEP will ensure that the professionals within the setting gain a better understanding of dyslexia and how to minimise barriers for the child within the classroom. According to Rees (2004) IEP provides children with dyslexia with individualised goals that professionals within the setting will help them achieve their goals, An IEP helps to assists professionals within the setting to monitor the child’s growth and progress throughout the academic year.

Conclusion

According to early intervention foundation (2018) after doing this research it has been made clear that early intervention is a positive thing for a child with dyslexia, as it supports the child to develop and grow throughout their education. According to early intervention foundation (2018) shows that early intervention and the support strategies that children with dyslexia can gain access to are far more beneficial for the child.

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