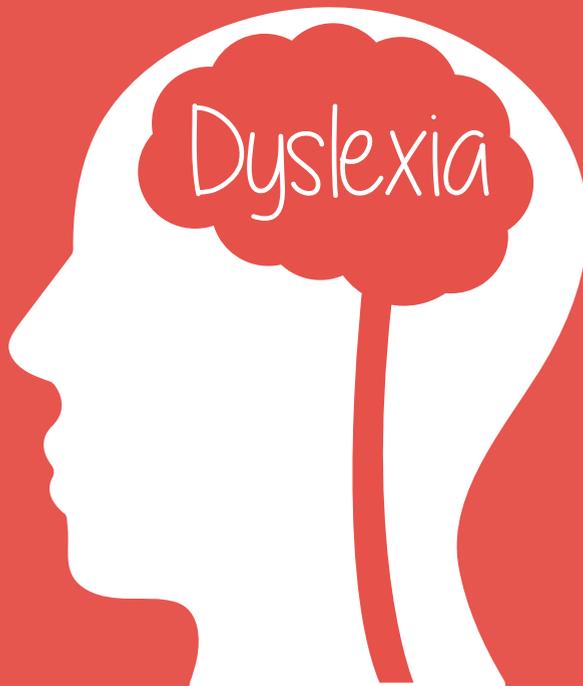


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# DYSLEXIA HANDBOOK

## FOR PARENTS

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## INTRODUCTION

Most children learn to read and write with ease, others take longer and may need extra help. A few children find the process particularly difficult and this becomes a barrier to learning. This can be referred to as a 'Specific Learning Difficulty' (SpLD) or dyslexia.

Dyslexia can be one of several Specific Learning Difficulties that affect the learning process. There is no single cause for dyslexia and it can affect children in different ways.

Barriers to your child's learning may include:

- the ability to spell
- the ability to hear the individual sounds that make up words, which will result in difficulties in reading, writing and/or spelling
- short term memory and sequencing
- organisation difficulties e.g. remembering books and equipment for school.
- Processing information

Dyslexia is not all about difficulties, children may excel in other areas:

- problem solving
- music
- art
- sport
- ICT
- discussion/explanations

It is important to keep a child's confidence and self-esteem high, to prevent emotional effects such as anxiety. Low self esteem can impact on a child's confidence to believe they can learn, to put themselves in a position to learn new information or even to attempt to learn.



## WHO SUPPORTS MY CHILD IN SCHOOL?

Teachers regularly assess a child's progress to help plan for work and identify areas of strength and any difficulties. If teachers were to become concerned about a child's progress then they would look at how to adapt their teaching and the learning environment. This can include making small changes to the way the lesson is taught, resources used, and the level of support given to the child. They may in the first instance adapt a 'dyslexic friendly' strategy in the classroom. If this proves unsuccessful then the child would be referred for further assessment from the SEND department which could include:

- observation in class
- standardised assessments of reading and spelling ability
- detailed assessment of phonological awareness, phonic knowledge and sight vocabulary.

Depending on the results from the assessment further interventions can be put into place:

- Sound Training programme
- Personalised specific intervention of phonics and spellings to maximise progress and minimise gaps in learning.
- Coloured overlays and exercise books
- Lexia
- Word Wasp/Toe by Toe



The identification of dyslexia is not done through a one-off assessment but is evident over time following ongoing specific tailored support, high quality interventions that are monitored and evaluated for impact on pupil progress.

Once your child has transitioned into KS4 there will be opportunities for assessments to be undertaken to determine if your child's normal way of working falls within the guidelines for exam concessions. This is when your child could qualify for extra time, support with reading or writing during their exam and rest breaks.

If you have any questions or queries regarding your child please contact Mrs A Heath (SENDCo) or Mrs E Cambridge (Inclusion Support, Lead Practitioner of SpLD)



**Mrs Amelia Heath**  
SENDCo



**Mrs E Cambridge**  
Lead Practitioner of SpLD

## SO WHAT CAN YOU AS A PARENT/CARER DO TO SUPPORT?

### There are many ways in which you can support your child at home:



Praise your child for effort rather than work produced, it is important to keep their confidence and self-esteem high as this can have the most impact.



Attend all hospital and medical appointments



Keep school updated with appointments and feedback to SENDCo.



Short, clear tasks to aid with memory and processing difficulties



Encourage your child to try different activities as your child will have a strength in other areas like art, crafts and cooking.



Play games to support memory and retention e.g. pairs, I went to the shop, Go Fish.



Communication between home and school is vital to share information and progress.



Encourage your child to read a short different text each day, this can be from books, magazines and everyday items like food packaging. Variation will keep their interest high especially if they are not a keen reader. The text must be at the level your child is able to read and not too difficult.



Discuss your child's day at school, praise the positive but also discuss the negative as this allows your child to understand mistakes and move on. Tomorrow is a new day.



Use visual timetables and lists to support organisation and memory.

## WHERE CAN YOU AS A PARENT ACCESS EXTRA SUPPORT?

As a school we will always support as much as we can, however there is available support outside of school as an alternative if you feel you need it. Here's where you can look:

### **The British Dyslexia Association**

98 London Road  
Reading  
RG1 5AU

helpline number – 0118 966 8271

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

### **Dyslexia Action**

Park House  
Wick Road  
Egham, Surrey

TW20 0HH

Tel: 01784 222 300

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

### **The Dyslexia Association**

Helpline for Parents

[www.dyslexiauk.net/infoparents](http://www.dyslexiauk.net/infoparents)

Helpline – 0115 924 6888

### **The Dyslexia SpLD Trust**

This is a group of organisations with funding from the Department for Education to provide information to parents, teachers, and schools. [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

## FREQUENTLY ASKED QUESTIONS

### Is dyslexia hereditary?

There is substantial evidence to support the view that dyslexia is evident in generation of families (OTT 1993) it may also skip generations or be present in extended families such as uncles or cousins, as well as siblings. Studies following the development of children born to parents with dyslexia revealed a heightened risk of literacy impairment. (Snowling & Frith 2003)

### Can dyslexia occur across the full range of abilities?

Yes. Dyslexia affects children across a range of intellectual abilities. (Rose Report 2009)

### How do parents get their child's dyslexia acknowledged?

If you have any concerns regarding your child, in the first instance talk to your child's form teacher.

### Who can identify that a child has dyslexia?

The IDP (2011) allows us to use a collaborative approach which involves teachers, SENDCo's, Educational Psychologists, specialist dyslexia teachers, parents/carers.

### How many children experience dyslexia?

Around 14% of the school population, out of this 14%, 4% are considered to experience dyslexia with significant difficulties.

### Can dyslexia occur in all ethnic groups?

Yes, Literacy and dyslexic difficulties can be identified in both males and females across all ethnic and socio economic groups. (Rose report 2009)

