

IKB Special Educational Needs and Disabilities (SEND) Information

In each information leaflet, we will be looking at a different special educational need and providing some 'go to' links for our families. The reasons for this are multiple:

- **To support families who have a child already diagnosed/ or are in the process of being diagnosed, with this need.**
- **To educate the wider school community, about the wide-ranging special educational needs that we both experience and support at IKB.**
- **To continue building a school community that is knowledgeable, inclusive and supportive towards all children with SEND at IKB.**

This week's focus is: **Dyslexia:**

Overview - Dyslexia is one of a family of **Specific Learning Difficulties:**

- Many people who have dyslexia have strong visual, creative and problem solving skills
- Dyslexia is not linked to intelligence, but can make learning difficult
- Dyslexia is a life-long condition which has a substantial effect on an individual's day to day activities and is classed as a disability under the [Equality Act 2010](#)
- Dyslexia varies from person to person and no two people will have the same set of strengths and weaknesses
- It often co-occurs with related conditions, such as dyspraxia, dyscalculia and attention deficit disorder
- Dyslexic individuals often have difficulty processing and remembering information
- A family history of dyslexia makes it more likely that the person you are considering also has dyslexia
- It is estimated that 1 in 10 people, have some level of dyslexia – so it really is very common!

Some of the signs of dyslexia:

Preschool

A preschool child may:

- have a history of delays in speaking, making sentences or pronouncing words correctly.
- have a history of 'glue ear' or similar early childhood difficulties.
- find it hard to remember the names of familiar objects, e.g. spoon, cup.
- have difficulty learning nursery rhymes.
- have other members of the family with similar difficulties

Primary School

A primary school age child may:

- have particular difficulty learning to read, write and spell.
- have difficulty remembering sequences such as the alphabet and months of the year.
- have difficulty telling left from right.
- have difficulty copying accurately from board or textbook.
- have difficulty remembering and following oral instructions.
- have persistent and continued reversing of letters and figures, e.g. '15' for 51, 'b' for d.
- take longer than average over written work.
- experience lack of self-confidence and increasing frustration.
- in other ways be a bright and alert child.

Diagnosis:

School cannot diagnose dyslexia. However, if a child continues to display *many* of these traits, then screening assessments around their cognition and learning and non-verbal reasoning abilities may be used, to identify whether there are any/ many significant 'traits' of Dyslexia occurring. This information can then be used to support the child in school – for example through special resources/ extra writing time/ interventions and when necessary, referrals made for more specialist support.

Weblinks for parents/ carers:

1. [Dyslexia - NHS \(www.nhs.uk\)](http://www.nhs.uk)
2. [Child - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)
3. [Guidance for parents - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)
4. [explaining_dyslexia_to_children.pdf \(dyslexiascotland.org.uk\)](http://dyslexiascotland.org.uk)

If you have any questions or concerns relating to your child, regarding dyslexia, then do please contact our SEND team via the school office.

Mr Healey

IKB Headteacher and Primary Executive Headteacher of The Castle Partnership Trust