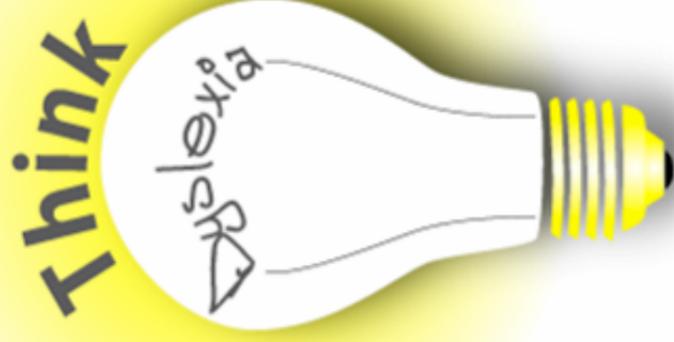




# Parents And Carers

## A Booklet For



# Dyslexia

Dyslexia is a specific learning difficulty with around 10% of the population showing some signs of it. Children with dyslexia can have difficulties in reading, spelling and sometimes numeracy. Difficulties can also be experienced in speed of processing, memory, sequencing, motor skills and spoken language.

## What Is Dyslexia?

I know what I want to say but I can't put it down on paper.

I can't learn my times tables.

Some people think that I'm stupid, but I know I'm not!

I don't like reading aloud.

I find it difficult to copy from the board at school.

I can't remember spellings that I've previously learned for tests.

What's the day? What's the time?

At the end of a school day I feel really tired.

## Useful Contacts

**Inclusion Support Services**  
Howitt Court  
**0115 8546464**  
North Base  
**01623 433326**  
Newgate St  
**01909 532561**  
[www.nottinghamshire.gov.uk](http://www.nottinghamshire.gov.uk)

**Nottingham Dyslexia Action**  
**0115 9483 849**  
[www.dyslexia-association.org.uk](http://www.dyslexia-association.org.uk)

**Nottingham Dyslexia Association**  
**0115 9246 888**  
[www.notts-dyslexia.com](http://www.notts-dyslexia.com)

**Parent Partnership**  
**0115 9482 2888**  
[www.parentpartnership.sengroups.org.uk](http://www.parentpartnership.sengroups.org.uk)

## Indicators Of Dyslexia

- Lack of awareness of sounds within words
- Difficulty in translating thoughts to language
- Difficulty in finding the right word
- No enjoyment of reading
- A tendency to lose place when reading or copying text
- Poor sequencing or orientation of single letters in words e.g. b/d, p/q, sing=sign, was=saw, on=no etc.
- Difficulty with spelling – may learn spellings for a spelling test but not be able to recall them for example a week later
- When reading, may omit or substitute words or miss out lines of text
- Difficulty with handwriting
- Confusion about directions in space and time e.g. right/left, up/down, yesterday/tomorrow etc.
- Poor sequencing of numbers when read or written – 12/21
- Difficulty listening to and remembering instructions
- Apparent laziness and lack of interest
- May be clumsy
- Problems with rhyming
- Has areas where he/she can be excellent, particularly in drama, art, music and DT
- Returns home from school exhausted
- Shows signs of stress/frustration is withdrawn, has low self-esteem.

## Remember!

- Being dyslexic does not mean that your child cannot achieve.
- Many famous and successful people are dyslexic.
- Find something to praise your child for every day.
- Make sure your child has opportunities for physical activity.
- Consider diet – provide a good balanced diet with plenty of fresh foods.
- Stay positive. Do not make negative comments or show that you think your child will fail.
- Computers can make a difference.

# Is My Child Dyslexic?

1. Visit school to talk to your child's class teacher. Parents know their children better than anyone else and teachers value the information that parents can provide.
2. The class teacher will gather information together including your comments and talk to the Special Needs Coordinator.
3. If further information is required the teacher/SENCO will carry out further information gathering. This may involve some screening/assessment. School will build up as clear a picture as possible of your child's strengths and difficulties.
4. You will be invited into school to discuss the findings.
5. You can be involved in planning how best to provide for your child.
6. Your child will be involved in planning his learning.
7. An Individual Education Plan will be created if the targets and strategies are different from or additional to those in place for the rest of the group or class.

# Individual Education Plan

## Plan

If your child requires an Individual Education Plan (IEP), it will include the following information:

- Details of support and resources
- How often support will be received
- Who will carry it out
- 3 - 5 targets for achievement
- Strengths as well as areas for development
- Review date.

All relevant staff in the school who come into contact with your child should be made aware of the individual targets and the planned strategies.

You and your child should be invited to the review meeting.

# Moving From One

## School To Another

When your child moves to another school, his/her details go too.

If you are concerned about the move from primary school to secondary school, talk to your child's teacher. Talk to your child's new school. Ask them questions about how they will support your child's learning.

## Examinations

It is the school's responsibility to decide which of its Students may be eligible for special arrangements. If you are unsure as to whether or not your child may be eligible, contact school well in advance of the examination to discuss the matter.

## DSA

The Disabled Students Allowance is an allowance paid to students who go on to study on a higher education course. It enables the student to access support and specialist equipment to support them in their studies. For more information ring **0800 731 9133** and ask for the guide "Bridging the Gap": A guide to DSAs in higher education.

# How Can I Help My Child?

- Talk to your child about likes and dislikes at school, what he is good at or worried about at school.
- Make any additional learning activities fun.
- Read to and with your child.
- Learn spellings together. Use the look/say/cover/write/check method.
- Be patient. Your child may have worked twice as hard as his classmates and so be tired.
- Have a friend's phone number handy to check details of homework if your child is not sure about what he has to do.
- If homework takes a lot of time and effort let school know.
- Help your child be organised. Remind him to check he has everything he needs.
- Use a calendar or weekly planner to record events/ regular activities and a notice board for messages.
- Store things in boxes/containers to encourage organisation.
- **Help is only useful when it is wanted. Be ready to help when your child wants help.**

