



Dyslexia
Information and Guide
for Parents



'All brains are celebrated here.'

Introduction

Understanding dyslexia can feel overwhelming, especially with so much new information to take in. At Lady Bay Primary School, we want you to feel informed and supported as we help your child thrive.

This guide explains what dyslexia is, how it may affect children in primary school, and the steps we take to identify and support pupils with dyslexic characteristics. It outlines our teaching approaches, interventions, and how we monitor progress. We hope this guide reassures you and provides clear, helpful information about the support we offer.

What is dyslexia?

Dyslexia is a type of learning difference that can influence how a person reads, writes and spells. It is considered a form of *neurodivergence*, which describes the natural variation in how people's brains work and how they experience and respond to the world.

Unlike a learning disability, dyslexia does not impact a person's intelligence or ability to learn. It is also relatively common; experts suggest that roughly one in ten people in the UK experience some degree of dyslexia.

Dyslexia is a lifelong difference rather than something that can be "cured", but with the right support, children can develop effective strategies to strengthen their reading and writing. At Lady Bay Primary School, we aim to provide an inclusive environment where pupils with dyslexia can thrive and achieve their full potential both in school and beyond.

What is a dyslexia-friendly school?

At Lady Bay Primary School, we aim to teach in a way that enables every learner to reach their cognitive potential, regardless of any challenges with spelling, reading, writing, or other traits commonly associated with dyslexia.

Dyslexia Facts

- At least one in ten people are dyslexic (around three in every class).
- Boys and girls are affected equally.
- Dyslexia often runs in families.
- There is no cure; it is a lifelong condition.
- It is not related to intelligence or IQ.

Indicators of Dyslexia

- Poor sense of direction; confusion between left and right.
- Difficulties with short-term memory.
- Reading challenges; losing their place, difficulty with sounds and rhymes.
- Trouble remembering spellings.
- Confusion between similar letters such as b/d/p/q.
- Creative ideas but difficulty putting them onto paper.
- Challenges with executive functioning skills (organisation and maintaining focus).
- A noticeable gap between oral and written work.

What happens if my child shows signs of dyslexia?

At Lady Bay Primary School, if you (a parent/carer) or a member of staff notices indicators that your child may be dyslexic, we follow a clear and supportive process:

- We begin by gathering information to create a well-rounded picture of your child's strengths and the areas where they may be finding things more challenging.
- Your child will then take part in a one-to-one screening that includes activities focused on memory, phonological awareness, and visual processing.
- Once the screening is complete, we will share the outcomes with you, outlining any dyslexic traits identified and suggesting strategies to support your child.
- Their progress will continue to be closely monitored and reviewed.
- To ensure consistency, your child will be given a nurture passport (and in some cases, a support plan), so that any new teachers understand what approaches and adjustments support them best.

For further details, please refer to our Dyslexia Policy and our screening guide available on the Lady Bay Primary School website.

“ I have not failed.
I've just found
10,000 ways that
won't work. ”

Thomas Edison
Inventor of the light bulb

“ You may not be a brilliant
speller, you may not be a very
fast reader but you will learn
how to read and you will learn
as much spelling as you need to but
you'll be better at different things
and I think that is unbelievably
important to know as a kid. ”

Keira Knightley
Actress

“ The true sign
of intelligence is
not knowledge but
imagination. ”

Albert Einstein
World's greatest physicist

Assessing for dyslexia

Assessing [or screening] dyslexia and providing appropriate support are symbiotic processes - assessment and support are linked.

The assessment of dyslexic learners in schools:

- Is a dynamic process rather than an end-product. The information provided in the assessment/screen should inform and support the learner's next steps for learning.
- Should be a holistic and collaborative process which takes place over a period of time.
- Should include consultation and actively involve teachers/school staff, management, parents/carers, pupils, and other agencies when there are concerns about pupil progress.
- Should include the gathering of information from varied sources to identify the needs of a learner and to suggest appropriate interventions, support and planning.
- Should support learners to become successful learners and confident individuals.

Taken from: Assessing and Monitoring | Addressing Dyslexia

5 tips to support dyslexic minds at home

tip 1

Spot the strengths.

The most transformative thing you can do for a dyslexic child is to help them spot their dyslexic strengths. Every dyslexic child has them. These are the things they are naturally good at and love to do.

- Many dyslexics are brilliant at sport or music, art or dancing.
- Others are great at understanding how others feel.
- Some dyslexics are experts at exploring and finding out all there is to know about a topic they're interested in.
- When they find and focus on their dyslexic strengths, kids who are Made By Dyslexia are unstoppable.

Have a look at our book, *Xtraordinary People*, to find out the 7 Dyslexic Thinking Skills and see which one (or more!) your child has.



tip 2

A multisensory approach works best.

Dyslexic learners (and all learners, in fact!) love to explore with their senses. Watching, listening, touching (or getting hands on), learning through movement,

- Can you find songs about your study topic on YouTube?
- Can you make up funny mnemonic to remember spellings?
- Can your child spell words in a tray of shaving foam, sand or glitter?
- Could they make the word in play doh?
- Can you try different strategies in maths? Counting on fingers? Counting objects? Making tallies?



tip 3

Use assistive technology, to give a helping hand.

Technology can help level the playing field for dyslexic learners, allowing them to focus on their strengths like imagining and storytelling, without getting tripped up by spelling, punctuation and grammar.

- Can you use Microsoft's Immersive Reader to read text online? This can be great for English Comprehension, wordy maths problems and more.
- Can they type their assignment on a computer? Using predictive text, or spell check, can help fix spelling mistakes without a fuss.
- Can they record 'voice notes' to answer questions verbally, to demonstrate their knowledge? Homework platforms like Showbie let you do this.



tip 4

Time and patience.

Many Dyslexic learners have a slower processing speed, so it takes us longer to read and decode chunks of information. However, we flourish when we are given time to understand, plan and respond.

Be patient and always allow:

- Time to process the assignment or question
- Time to plan their approach or think of the answer (mindmaps are great!)
- Time to respond – either verbally or in writing

And lots of praise to boost their confidence along the way.

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DYSLEXIA

tip 5

Positive praise.

It's so important that dyslexic children hear positive praise. Research suggests that we are most motivated to improve when we hear negative and positive comments in a ratio of 1:5. That's 5 pieces of praise for every 1 negative comment.

Positive praise is vital for our self-esteem and makes sure we stay motivated to keep learning, even when things are tough.

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DYSLEXIA

“ For all dyslexics around the world, just remember one thing: you have a brain that’s wired for the 21st century and that’s an incredible, incredible superpower. ”

Steve Hatch
VP Meta, North Europe

Xtraordinary People 'Made by Dyslexia'

Makers...



just love making! Many enjoy building and crafting things while others love puzzles.

Questioners...



just love questions! They are curious and inquisitive and many love to challenge rules.

Entertainers...



just love to entertain! Many play musical instruments while others love to put on a 'show'.

Imaginors...



just love to imagine! Many love daydreaming and make-believing while others love inventing.

Storytellers...



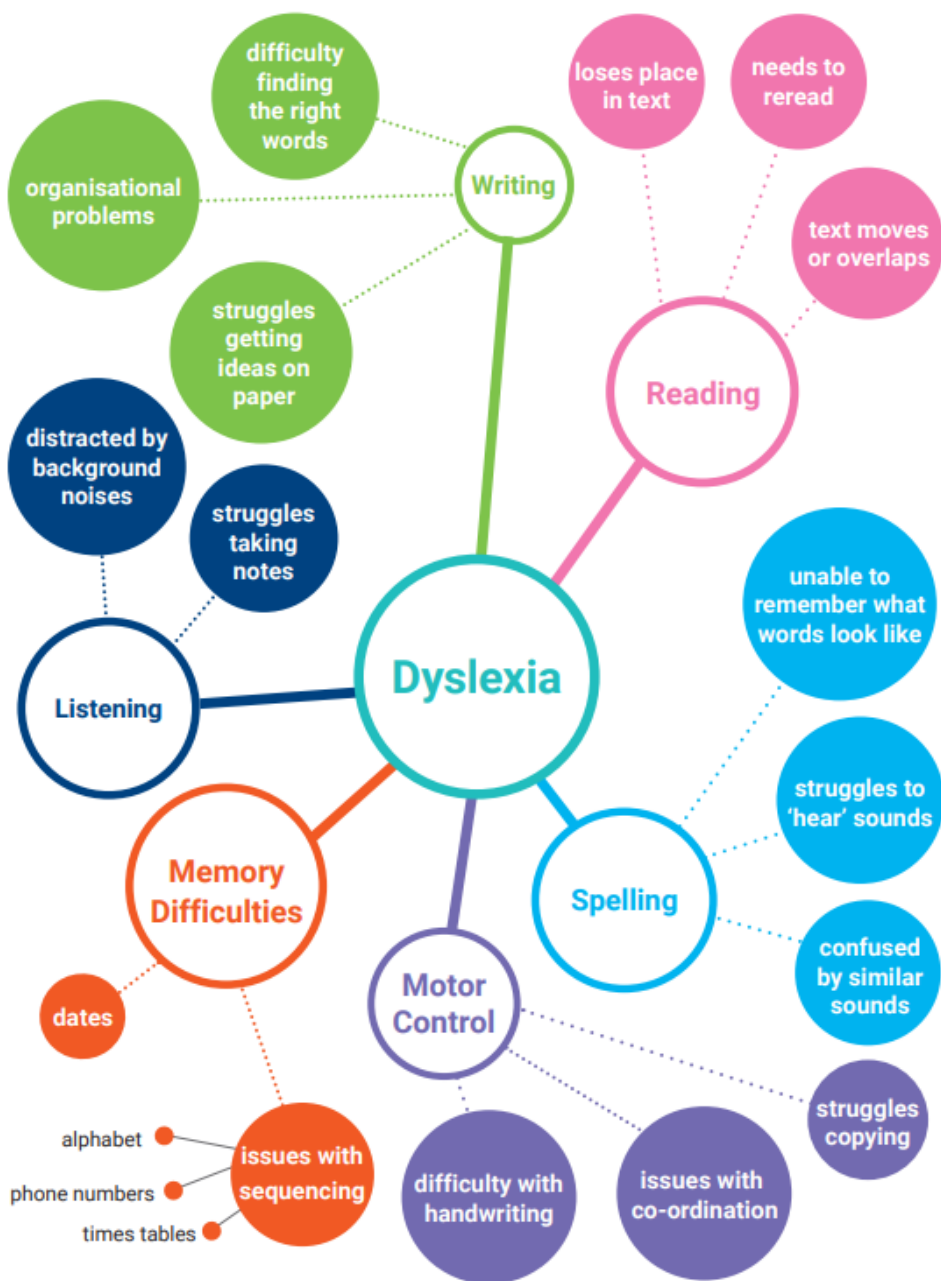
just love stories! Many invent their own stories while others love to explain things.

"People" Person...



just love people! They love helping others and many are peacemakers or leaders.

Barriers to learning



More tips to support children within specific areas/subjects can be found at: www.madebydyslexia.org



Please note:

*The screening process used in Nottinghamshire schools **are not diagnostic assessments of dyslexia**. Diagnostic assessments are not provided by Nottinghamshire Local Authority and if parents choose to pursue this, they need to do so privately. An assessment of dyslexia is carried out by someone with an Assessors Practicing Certificate (APC) or an Educational Psychologist.*

Diagnostic assessments cost upwards of £500. In Nottinghamshire, there is no need to have a diagnostic assessment in order to have dyslexia recognised or supported in school. It is not necessary to have a diagnostic assessment in order for access arrangements to be put in place, in either primary or secondary school.

Assessments/SATS:

A dyslexia diagnosis does not automatically guarantee extra time in assessments or SATs, as access arrangements are based on a child's current level of need and evidence of how their difficulties affect their everyday classroom work, not solely on a diagnosis.

Other Useful links

www.bdadyslexia.org.uk

www.thedyslexia-spldtrust.org.uk

The dyslexia team at Lady Bay:

Mrs Flanagan – year three class teacher, lower school phase lead and dyslexia coordinator

Miss Baylis – foundation stage teacher and SENCO

Mrs Wells – senior teaching assistant (with SEND responsibilities)

Mrs Bradford – teaching assistant

Further information, documents and resources can be found on our school website.

Contact us:

dyslexia@ladybay.notts.sch.uk

“ We’re only going to be successful if we make the most of those who see things differently. Our dyslexic and neurodiverse colleagues are mission critical to GCHQ. ”

Jeremy Fleming
Director of British Intelligence
service, GCHQ

