

WHAT IS DYSLEXIA?

The word 'dyslexia' comes from the Greek and means 'difficulty with words'. It is a lifelong, usually genetic, inherited condition and affects around 10% of the population. Dyslexia occurs in people of all races, backgrounds and abilities, and varies from person to person: no two people will have the same set of strengths and weaknesses. It is really about information processing: dyslexic people may have difficulty processing and remembering information they see and hear. This can affect learning and the acquisition of literacy skills.

Often dyslexic people often have strong visual, creative and problem solving skills and are prominent among entrepreneurs, inventors, architects, engineers and in the arts and entertainment world. Many famous and successful people are dyslexic.

If you feel your child might be dyslexic follow the link to the [BDA website](#) where you will be able to access lots of information. After that, you should contact your child's class teacher to discuss your concerns. A family history would be a strong indicator along with other factors, such as having particular difficulty with reading and spelling. The class teacher will put together an action plan to address any difficulties.

If no improvement has been made after a designated period of time, the class teacher may suggest carrying out the Dyslexia Screening Test (DST). Parental permission will be sought before administering a dyslexia screening assessment. Screening tests are designed to give an indication of possible dyslexic difficulties. **They are not a diagnosis and are not 100% accurate.**

The school assessment is carried out in a relaxed and friendly environment, and children are encouraged throughout. The assessment takes roughly half an hour. The assessment tool used at St Erth gives an estimate as to whether the child is likely to have dyslexic difficulties. It provides a detailed profile of the child's strengths and weaknesses, which are then used to help inform appropriate teaching strategies. After the assessment a report will be drafted and parents/carers will be invited in to discuss the results.

If the school assessment indicates a moderate or high probability of dyslexic difficulties, the best course of action is to follow up with a full diagnostic assessment. This would determine the precise nature of dyslexic and related difficulties. However, if this is not possible, it will not prevent the child from receiving appropriate specialist tuition.