

Introduction

All children & young people have the right to a diverse & inclusive education, which nurtures their strengths, recognises their weaknesses & allows them to reach their potential. Sadly, a lack of understanding of what this means, can prevent it from becoming a reality.

Inclusive education recognises the right of **every** child and young person to a broad and balanced curriculum. 'It involves adapting the environment and teaching approaches to ensure genuine and valued full participation of all children and young people. It embraces human diversity and welcomes all as equal members of an educational community.'*

It is our role as educators to ensure that all students can access the curriculum and demonstrate their understanding in the best way for them. **We use the term Specific Learning Difficulties when in reality, students with dyslexia, like students with dyscalculia, learn differently.** In the classroom, dyslexia only becomes a difficulty when the student is ignored, misunderstood or badly taught.

Including students who learn differently should not present major challenges to mainstream schools. Today so much more is known about a variety of types of SpLDs and, with each type, comes recommendations for schools to put into place. New research information is being published about how to teach and support these students. It is the responsibility of senior school managers and teachers to decide how to plan and provide for the diverse and complex needs of all students in their classes. It is the role of the class or subject teacher to teach these students in the way they learn best to minimise problems and maximise potential whilst maintaining their self-esteem.

Dyslexia is the most common and prevalent of all learning disorders furthermore, it is extremely likely that it will cooccur with other conditions such as dyspraxia, dyscalculia, dysgraphia or ADD. More schools are aspiring to become 'Dyslexia Friendly'/Inclusive as they can see that; easily implemented changes in teaching and resourcing has the potential **to improve learning for all students** with the added bonus of improved behaviour and a calm atmosphere in their classes.

Identifying and Teaching Students with Dyslexia and other Learning Difficulties (An Inclusive Toolkit for Schools) is essential reading for senior managers, teachers, teaching aides, SENCos and those responsible for student well-being. This practical book focuses on the needs of students with dyslexia however, it provides helpful hints and strategies to support students with a wide range of difficulties/disabilities. There are comprehensive strategies & ideas for creating an inclusive classroom

The manual describes the characteristics associated with dyslexia and other SpLDs as well as weaknesses contributing to learning difficulties and provides checklists and assessments to help teachers to identify students with various learning disabilities with follow up information about interventions. It is full of practical guidance, advice on screening and assessment and about teaching strategies and resources to meet diverse learning needs and to raise the confidence of staff in planning programmes to meet individual needs. * *Towards inclusive education: a necessary process of transformation 2019.* Dr Kathy Cologon, Macquarie University for Children and Young People with Disability Australia.