

BDA Response to the SEND Reforms

Summary

The British Dyslexia Association (BDA) welcomes this important consultation on Special Educational Needs and Disabilities (SEND) and shares the Government's vision of a more inclusive mainstream.

We are concerned that these reforms do not sufficiently recognise or support the needs of dyslexic children and young people who remain hidden within the SEND system – and of specific concern is the removal of 'cognition and learning' as a developmental area of need and the lack of a Specialist Provision Package to support dyslexic children with complex cognitive difficulties access the specialist education they need.

The BDA welcomes the move towards a needs-led system of early support. But to achieve this, we believe that schools will require appropriate screening tools and access to literacy and numeracy specialists, such as dyslexia specialist teachers, including at the universal level of provision, to enable them to identify persistent difficulties in literacy or numeracy that indicate the need for additional support.

We welcome the idea of a digital, transferrable Individual Support Plan (ISP) and putting this level of support on a statutory footing. But there is insufficient detail to explain how an ISP would be secured, monitored or independently challenged when support is not delivered. A strong framework of accountability must be in place for ISPs to work in practice.

We are also concerned about the lack of visibility of dyslexic children and young people in our education system, exacerbated by our fragmented school system with varying routes of funding and accountabilities. There must be an urgent focus on ensuring that there is a specific marker on school census data to capture dyslexic children and those with persistent literacy difficulties in every school, to identify need and enable local authorities and academy trusts to model the specialist workforce requirements to support dyslexic children in their area.

Recommendations

- *Include cognition and learning as an area of development within the new SEND Code of Practice.*
- *Explicitly recognise dyslexia, dyscalculia and other SpLD within the national standards.*
- *Ensure there is a specific marker for dyslexia, to include undiagnosed children with persistent literacy difficulties on the school census.*
- *Ensure the specialist workforce in local authorities includes dyslexia specialist teachers and assessors.*

- *National training must explicitly focus on ensuring schools understand the development of literacy and numeracy skills in children and young people and know how to adapt their teaching to support these needs.*
- *Mainstream classrooms must be supported by specialist literacy and numeracy expertise from the Experts at Hand Service, which must be available to provide support at the universal, targeted and targeted plus levels of support.*
- *Ensure early years educators identify and record early indicators of literacy and numeracy difficulties.*
- *Introduce early screening and a national pathway for diagnosis.*
- *Introduce a pathway for identification and fast track to intervention for those identified later in school or post 16 education settings.*
- *Strengthen accountability and review mechanisms within ISPs.*
- *Develop a Specialist Support Package (SPP) for cognition and learning or ensure it is adequately addressed in an existing package.*
- *Technology should be available for all learners and used to ensure access to an age-appropriate curriculum.*
- *Introduce a broader curriculum and qualification pathways at Key Stage 4 that value vocational and technical skills,*
- *Introduce alternative assessment methods for GCSE and A Levels.*
- *Revisit Progress 8 to ensure that it offers flexibility for schools to best meet the needs of all learners.*
- *Ensure specialist careers advisors understand the specific challenges associated with dyslexia and can signpost to education and training with assessment formats that enable a young person to demonstrate their ability.*

Introduction

BDA is the national charity working with and for people who are dyslexic. For over fifty years we have been at the forefront of knowledge and understanding about dyslexia. Last year we supported over 1 million children, young people and adults through our free services and access to our information. We welcome the opportunity to contribute to the *SEND reform: putting children and young people first* consultation.

Our response is based on our work with schools, teachers, specialist teachers and assessors and our expertise in supporting those with lived experience of dyslexia. During the consultation period we asked parents and carers of dyslexic children to complete our SEND Community Feedback survey, and we also hosted a session for the Department for Education to capture feedback from children and young people aged 11-18. The feedback from the survey and the session are included within our response.

Dyslexia impacts 10% of the UK population, including around 1 million school children.ⁱ Dyslexia is best described as a set of processing difficulties which

impact the acquisition of reading and writing skills. It is characterised by persistent difficulties with literacy and often numeracy and occurs across all abilities, genders and socioeconomic groups. Around 4% of the population are more severely impacted.

Without early identification and appropriate support, these difficulties can significantly restrict access to all areas of the curriculum and undermine educational progress. Despite its prevalence, dyslexia is often undiagnosed because there is no national pathway to assessment through education or the NHS, so diagnosis is usually only available for families who can afford to pay for a private diagnosis. In fact, 8 in 10 young people leave school without a diagnosis.ⁱⁱ

Most dyslexic children have the potential to achieve and thrive in a mainstream classroom if their needs are identified and supported. But we hear far too frequently that this is not routinely happening in schools today. Families and professionals tell us that the current system of SEN support is not working as it should be to help dyslexic children and young people achieve their potential. Too many dyslexic children and young people are left without help unless their needs escalate and impact their well-being, behaviour or attendance.

"Because I'm not like failing and I'm not going to ruin their stats. But I'm not the best. I just fly under the radar, and they just don't really care about me."
Jordan

The impact of this is evident in published attainment data. Only 52% of children on SEN support meet the phonics check standard in Year 1 compared to 80% of their peers.ⁱⁱⁱ A significant number of these will have persistent literacy difficulties which could indicate dyslexia, but this data is not available. Only 21% of dyslexic children meet the expected standard in reading, writing and maths at KS2 compared to 74% of their peers.^{iv} At the end of Key Stage 4, only 40% of dyslexic young people pass GCSE maths and English, compared to 72% of their peers, an attainment gap of over 30 percentage points.^v

We welcome the Government's ambition to reform the SEND system, with a strong focus on creating an inclusive mainstream setting, supported by specialist expertise. But we are concerned that the current proposals do not sufficiently recognise or address the needs of children and young people with dyslexia, dyscalculia and other Specific Learning Difficulties (SpLDs).

Of particular and significant concern is that there is no meaningful mention of dyslexia, or dyscalculia or literacy or numeracy difficulties or the specialist teaching approaches required to support these learners. Cognition and learning as a developmental area of need is not included in the refreshed areas of development and there is no proposed Specialist Provision Package

(SPP) which would support children with complex cognition and learning needs.

Given the prevalence of dyslexia and the impact of literacy or numeracy-based barriers to learning which not only restrict access to the curriculum but are fundamental life skills, this omission is very concerning. This approach risks tens of thousands of dyslexic children and young people not having their primary needs correctly identified, and suitable provision put in place. Resulting in an increase in children presenting with more visible behavioural, social or mental health needs because the underlying needs have not been identified and supported.

Areas for development

Persistent literacy and numeracy difficulties, including dyslexia and dyscalculia are not captured in any of the proposed areas of development. We consider this to be the most serious weakness in the proposed reforms.

Dyslexic learners experience difficulties with cognition – the broad set of processes involved in acquiring, retrieving and using knowledge – including thinking, memory, perception, language and decision making. Excluding cognition and learning from the areas of development creates a significant gap.

Cognition and executive functioning skills are closely related and there is a degree of overlap, but they are not the same thing. Cognition is the broad umbrella term for all mental processes of acquiring knowledge and understanding, and executive functioning is a subset of this and specifically describes the skills that enable self-regulation, goal-directed behaviour and the adaptability to manage, control and regulate cognitive abilities and behaviours. Cognition allows someone to perform tasks while executive function allows them to plan, organise and stay focused to complete complex tasks.

Both cognition and executive functioning are crucial for daily life, academic success and social-emotional development, but it is important to recognise the distinction between the two. It is critical that teachers and support staff understand the cognitive processes that underpin literacy and numeracy so that they can identify those children and young people whose skills are not typically developing and target interventions and teaching adaptations to support. Children at risk of dyslexia frequently present with difficulties in:

- Phonological awareness – the ability to recognise and work with the sounds within words, such as identifying rhymes, syllables and individual speech sounds.
- Decoding – the skill of translating written letters and letter patterns into spoken words when reading.

- Spelling development – the process of learning how sounds, letter patterns and language rules are used to spell words accurately.
- Verbal memory – the ability to remember and recall spoken information, such as instructions, words or sequences of sounds.
- Working memory – the capacity to hold and use information in the mind for a short period while completing a task.
- Processing speed – the rate at which a person can take in, understand and respond to information.
- Reading fluency – the ability to read accurately, smoothly and with appropriate pace and expression.
- Number sense – an understanding of numbers, quantity and numerical relationships that supports mathematical thinking and problem-solving.

The areas of development in the new SEND Code of Practice are intended to signpost to evidence-based interventions within the National Standards and therefore cognition and learning must be included within the proposed developmental areas of need. If it is not specified, teachers and other school staff cannot map the need onto an ISP or link it to appropriate interventions.

Recommendations

- *Include cognition and learning as an area of development within the new Code of Practice.*
- *Explicitly recognise dyslexia, dyscalculia and other SpLDs within the national standards*

Data collection and mapping need

We welcome the proposals for a data-driven system that actively supports children and young people, but we have significant concerns about the visibility of dyslexic children and young people in the current system. To ensure that all children and young people are visible and supported in the SEND system at school and local authority level, data collection via the school census must be addressed urgently with the addition of a specific marker for dyslexia, which includes undiagnosed children with persistent literacy difficulties,

There is considerable variation in current provision for dyslexia and support with literacy difficulties across schools and Local Authorities in England, and this is exacerbated by our fragmented school system. Our 2026 report “*Lost in the system: Councils’ blind spot on dyslexia*” highlighted that despite its high prevalence, there is a lack of understanding about the needs of dyslexic children and young people who are largely lost within our education system. Only 2 out of 151 local authorities were able to state how many dyslexic children are in their local authority.^{vi} Without this data, we have very serious concerns that local authorities will be unable to model the needs of schools and learners within their area to plan and recruit a workforce of specialists to

support those with dyslexia. This is doubly important because currently there is an acute shortage of specialist teachers and educational psychologists, and an accurate recruitment plan will be needed.

Without accurate data, these proposals risk unintentionally deepening existing inequalities in access to identification and targeted provision for dyslexic children and young people.

Recommendations

- *Data collection via the school census must include a specific marker for dyslexia, to include undiagnosed children with persistent literacy difficulties.*
- *Ensure the specialist workforce in local authorities includes dyslexia specialists and assessors.*

Skills development and specialist expertise

The BDA welcome the vision for a more inclusive mainstream classroom, but we have significant concerns that many teachers and support staff lack the knowledge and skills to identify needs and implement targeted interventions, and access to specialist support is often limited by the availability of school funding or local authority services.

73% of parents and carers we spoke to in our community survey said that they did not feel confident that teachers working with their child understood dyslexia, and the same number said that they have had to challenge a school about unmet needs, with only 10% believing that support has improved as a result of this challenge.^{vii}

National training must explicitly look at the typical development of a child in acquiring literacy and numeracy skills so that all teachers and support staff can recognise persistent difficulties which may indicate dyslexia or dyscalculia, without the need for a formal diagnosis. Secondary school subject experts need specific training and support to understand how to identify and target support for dyslexic learners in their particular subject.

It is our belief that if needs are identified early and supported in school, this will not only reduce inequity for dyslexic children and young people in the education system, but fewer families will also need to seek a private diagnosis or apply for an EHCP just to get the support they need and are entitled to.

Training must include expert guidance on simple reasonable adjustments and high quality and adaptive teaching methods which translate into practical classroom strategies across universal provision. Inclusive classroom adjustments benefit the whole class and do not need additional resources, but often a more flexible and responsive approach which focuses on the wellbeing of the child or young person.

Teachers and support staff must be guided to know when a child needs targeted or targeted plus support, and this must not be judged by having to complete a certain number of cycles of an assess-plan-do-review approach when there is clear evidence of need. National training should ensure that teachers and support staff know how to interpret and act on results of a screener, and how to monitor the impact of interventions to understand when a child or young person may need more specialist support.

98% of parents and carers who responded to our survey agreed that all teachers should receive mandatory training on dyslexia, and 97% said that it was very important that the school SENCO had specific knowledge of dyslexia.^{viii}

Our workforce concerns extend beyond initial teacher knowledge. SENCOs are increasingly overstretched and will need training and resources so that they have the expertise and capacity to lead inclusive practice effectively. They will need to support teachers to interpret curriculum assessment and screener data to recognise indicators of dyslexia, write Individual Support Plans (ISP) and to know when to escalate support and call upon the expertise of the specialist workforce via the Experts at Hand service.

We are concerned that there is a significant shortage of dyslexia specialist teachers and educational psychologists available to provide this service, and a lack of access for schools.

Initial Teacher Training programmes must ensure that all new teachers entering the profession do so with this knowledge and understanding gained as a fundamental and mandatory part of all courses.

Alongside delivering a national training programme, there must investment in measuring the impact the training has on improving classroom support for dyslexic children and young people.

The Experts at Hand service will be an essential part of realising these reforms and ensuring inclusion in mainstream classrooms. Schools will need access to specialist staff with literacy and numeracy expertise, such as dyslexia specialist teachers and assessors, to support at all levels, including informing inclusive universal provision. So, this service must not be limited to those on Targeted Plus or Specialist support.

Recommendations

- *National Training must explicitly focus on typical development of literacy and numeracy skills in children and young people.*
- *Experts at Hand service must include literacy and numeracy expertise to support schools at all levels of provision.*
- *Ensure mainstream inclusion is properly resourced and supported by specialist expertise from the Experts at Hand service.*

Early identification and intervention

The BDA believes that moving from a diagnosis led approach to a needs led focus has the potential to start to address the long-standing social inequality in support. There is no pathway to access a diagnostic assessment for dyslexic children in England whose families cannot afford to fund a private diagnostic assessment. Girls, children with English as an Additional Language, and those in schools in disadvantaged areas are significantly less likely to be diagnosed with an SpLD like dyslexia.^{ix}

Our own research in 2025 found that 90% of young people living in higher income households (100k+) have a formal diagnosis compared to only 43% in lower income households (30k) and – importantly, children, young people and their parents told us how a formal diagnosis does lead to better support in school, with 86% of those in the higher income households describing their support as “good”, compared to only 30% of those in lower income households.^x

“I would be repeatedly promised provision from the head only for it never to arrive. Some teaching staff put some provisions in place whilst others didn’t, very inconsistent.” David

“I (was) consistently told that my child is ‘not meeting expectation’ (Eventually) a screening test identified that our child was ‘at risk’ of dyslexia. We were then informed we would have to fund our own diagnostic assessment and in the interim no reasonable adjustments were made, nor changes to the way in which our child was supported.” Joy

National approaches such as the Scottish Dyslexia identification pathway demonstrate the value of structured specialist support processes.^{xi}

Early intervention helps to prevent the escalation of needs. Early years educators across all settings including those carrying out the EYFS two-year-old progress check need a shared understanding of the early indicators of literacy and numeracy difficulties that may signal dyslexia or other SpLD. They will need to record and share information on oral language development, vocabulary, number sense and working memory across settings.

Strengthening these processes will help ensure that potential literacy and numeracy difficulties are identified earlier in the early years, and that relevant information is passed on to schools when children transition from an early years setting into primary education.

Alongside welcoming a focus on early years, it is important that there is also a pathway for identification and fast tracking to support for those who are identified at any age in education, including at the point of transfer to a post

16 setting, recognising that not all children will attend or have their needs identified early in their education.

Recommendations

- *Ensure early years educators identify and record early indicators of literacy and numeracy difficulties.*
- *Introduce early screening and a national pathway for diagnosis.*
- *Introduce a pathway for identification and fast track to intervention for those identified later in school or post 16 education settings.*

Individual support plans and accountability

We welcome the introduction of a mandatory ISP which enables all families to clearly see what support their child should be receiving, and we recognise that, in principle, this has the potential to strengthen support below EHCP level. But we have significant concerns about how ISPs would operate in practice, particularly their enforceability and accountability.

73% of parents and carers of dyslexic children and young people, who we spoke to, said that they were not confident that they could effectively resolves things if a school did not deliver the support detailed in an ISP.^{xii}

Ensuring the ability of teachers and support staff to identify children who need an ISP will be key to the success of the reforms, backed by an external, independent system of monitoring and redress for families when this is not happening. Relying on the internal schools complaints process will be insufficient to deliver accountability or positive outcomes for families.

The BDA is concerned that many teachers have insufficient knowledge and expertise to spot the signs of dyslexia. That identification will not happen, and an ISP will not be issued unless all schools are given a universal screening tool to help identify those children who need additional support, through targeted or targeted plus support. Staff must be trained to interpret the results which must signpost directly to evidence-based literacy and numeracy interventions through the national standards programme and include a clear system for monitoring progress against identified interventions.

63% of parents and carers of dyslexic children and young people we spoke with said that they did not feel confident that their child would be given an ISP when they need one.^{xiii}

“Most teachers didn't really understand what it's like to be dyslexic. They just thought I was being lazy or not paying attention, but really, I was trying my best. When I asked for help, [...] it felt like they were more annoyed than supportive.” Vera^{xiv}

"I was diagnosed when I was 13. None of my teachers noticed because I was not massively behind my peers, but I was putting in far more work to attain the same grades." Michael^{xv}

Support from specialists must be available to help refine intervention programmes, monitor progress and support schools to decide when more specialist support is needed for an individual child. Specialists should oversee progress of children on targeted plus support to determine when a diagnostic assessment or specialist provision might be a more appropriate route.

72% of parents and carers who responded to our survey thought that access to a dyslexia specialist teacher or a trained SENCO would improve support for their child.^{xvi}

An ISP must be co-produced with the family and centred on the child's individual needs and barriers to learning. It should set out specific, evidence-based strategies tailored to those needs, rather than relying on generic support. Provision must be clearly specified and quantified, drawing on assessments and professional advice, so that impact can be measured effectively.

The ISP should include SMART targets linked directly to the child's identified needs, alongside clear details of the provision being delivered, who will deliver it, and how often. The plan must be actively used in practice and reviewed regularly to reflect the child's changing needs. Parents should be able to access the ISP digitally, and it must be underpinned by legislation to ensure that the agreed provision is delivered, with an independent process available to challenge failures in delivery.

Recommendations

Strengthen accountability and review mechanisms within ISPs.

Specialist provision packages (SPP) for cognition and learning difficulties

The BDA welcomes the commitment to strengthen access to specialist support below EHCP level, but we have significant concerns about the apparent misconception that all dyslexic/dyscalculic children can have their needs met in mainstream school. A minority of dyslexic and dyscalculic children and young people will have more severe, or complex needs, or co-occurring conditions, that cannot be met in mainstream school because they require a differentiated curriculum and specialist teaching approaches, alongside access to other therapies and interventions.

These children and young people will continue to require specialist provision and statutory protection, and there must be a pathway for these children and young people to access specialist provision such as a dyslexia specialist school.

We are concerned that the introduction of Specialist Provision Packages (SPP) alongside new thresholds for access to statutory support is a significant change to the way that provision is identified, specified and secured, and could have significant implications for dyslexic and dyscalculic children and young people who have more complex needs that cannot be met in mainstream school.

Of particular and significant concern is that there is no meaningful mention of dyslexia, or dyscalculia or literacy or numeracy difficulties or the specialist teaching approaches required to support these learners. And there is no proposed SPP which would support children with complex cognition and learning needs. This is a huge concern given the prevalence of dyslexia and the impact of literacy or numeracy-based barriers to learning which not only restrict access to the curriculum but are fundamental life skills. This approach risks thousands of dyslexic children and young people without identification of their needs and suitable provision to meet these needs.

We believe that provision must be determined by the needs of individual children and young people rather than a threshold or provision package that predefines those that need support. By linking access to EHCPs and specialist support to nationally defined packages and thresholds there is a risk that provision is organised around categories and frameworks rather than derived through individual assessment of needs. This is of particular concern to the BDA given that the areas of development do not include cognition and learning difficulties.

The BDA recognises that the current system is not working well for many children, young people and their families and reform is needed. But in the case of the proposed package-based approach, we are not confident that it provides a sufficiently clear or robust basis for determining access to specialist provision. There is no proposed provision package for those with severe cognitive or learning needs and it is essential that this gap is addressed.

We seek reassurance that vital support will not be taken away from dyslexic and dyscalculic children and young people who currently need and receive it, and that the Department will engage in further discussion around specialist provision for dyslexic and dyscalculic children and young people before the reforms proceed.

Recommendations

- *Develop a Specialist Provision Package for cognition and learning.*

Mental health and wellbeing

Unmet needs are often visible in dysregulated behaviour, or in their impact on self-esteem, confidence and well-being of children and young people, as evidenced in the growing numbers of children receiving EHCP funding for social, emotional and mental health needs. What is often described as mental health difficulties is the consequence of unmet need. Specialist teachers working in schools to support these children report that many of them have persistent difficulties with literacy which need to be addressed as part of the support package. Children and young people become anxious or distressed when they cannot access learning. They disengage when support is not available or is inappropriate. They develop school-based trauma when adults misunderstand their behaviour and give sanctions and not support. They may face bullying from their peers. If the underlying need is miss understood, then the provision will be wrong.

"I felt really dismissed." Max

"I felt like I was so misunderstood." Sam

Technology

Early access to screen reading technology, dictation software and audio books can help remove some of the barriers that restrict access to an age-appropriate curriculum for those with literacy difficulties. But we believe that technology should be taught to all learners not just those with identified needs to ensure that universal provision is inclusive, helping to reduce stigma, isolation and unintended negative outcomes which can present when dyslexic children are singled out as the only one in the classroom using a laptop.

"I just had my year 9 assessment week and obviously I'm on my laptop, I already feel awkward about (it) and one of the kids said, are you sure he's not cheating? So now the teacher is standing behind me watching me do my assessment, which is really embarrassing " Morgan

"Like when I have a Chromebook or I have a scribe in my exams or just anything, people always question it and they go, why have you got that? Well, isn't that classed as cheating or oh, it's making it easier for you ..." Alice

Technology is also important in preparing all children and young people for work and life. Only 18% of children and young people in our research reported having access to assistive technology at school and parents expressed frustration about missed opportunities.^{xvii}

Recommendations

- *Technology should be available for all learners and used to ensure access to an age-appropriate curriculum.*

Curriculum and assessment

Underpinning inclusive universal provision is a curriculum and assessment framework that supports inclusivity. We do not believe that the recommendations from the curriculum and assessment review have gone far enough to offer the curriculum flexibility that is needed to be truly inclusive. Assistive technology, alternative assessment approaches and broader qualification pathways improve inclusion and outcomes. We believe that further changes to the Progress 8 measure are required to enable schools to offer the flexibility that some dyslexic learners need, without impacting the performance measures on which they are judged.

"I'm now doing functional skills English, but I feel like maybe if there were other alternatives offered in schools instead of just GCSEs, because I think a lot of people can struggle to like pass GCSE and it's quite unfair on certain students." Alex

"Why can't recording answers be a form of doing exams?" Charlie

"I would love to be able to speak rather than write in all situations. AI is helping me to do this more." Amy

"They put the pressure on students with dyslexia to do the same number of GCSEs as other students, which is just not fair. It means they're spread too thin and their grades go down." Nicki

Recommendations

- *Introduce a broader curriculum and qualification pathways at KS4 that value vocational and technical skills.*
- *Revisit Progress 8 to ensure that it offers flexibility or schools to best meet the needs of all learners.*
- *Introduce alternative assessment methods for GCSE and A Levels.*

Transition to post 16

The SEND reforms focus on schools. We would welcome further discussion and detail on how they will work in practice in a post-16 setting.

Transition must take a person-centred approach and actively involve the young person in the decision making. It should start early in secondary school

looking at their strengths, interests and helping them to explore career options. Young people should be supported to develop self-advocacy so that they understand and communicate their own needs, can identify the support they need and can ask for help.

Specialist careers advisors must clearly understand the specific challenges that a young person has to ensure that they signpost to post 16 provision that is realistic and engaging and can deliver learning and assessment in a format that matches need, using technology, mentoring and qualification pathways to meet individual needs, interests and aspirations.

Recommendations

- Specialist careers advisors must understand the challenges associated with dyslexia to ensure they signpost to education and training with assessment formats that enable a young person to demonstrate their ability.
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Conclusion

We support the ambition and the vision of an inclusive universal offer and stronger targeted support below EHCP level. But success will depend on schools' ability to identify, plan and deliver provision, and the enforceability and right of redress for families when not happening. Education provision in ISPs must be subject to effective appeal. The current school complaints process lacks independence and creates poor relationships between families and schools who need to work together in the best interests of the child.

We are extremely concerned about the removal of cognition and learning from the developmental areas of need and believe that this is the biggest weakness of these reforms, which must be addressed to ensure that mainstream schools can link to targeted interventions in the national standards, and that children with complex cognitive needs continue to have access to EHCPs and specialist provision.

Workforce sufficiency and specialist capacity are critical to success. Experts at Hand service must ensure that the focus is on ensuring educational support for the child, not just health and social care. There must be robust governance and service level agreements. All schools must be able to access SEN specialists on an equitable needs-based footing, with monitoring to ensure that this is accessed by all schools.

We are happy to be contacted about our response and welcome the opportunity for further engagement. We are happy for our responses to published or attributed to the British Dyslexia Association.

We also support the submissions submitted from those that we work in partnership with, including the Special Education Consortium (SEC) The

Disabled Children's Partnership (DCP), the SpLD Assessment Standards Committee (SASC) The APPG for Dyslexia and the APPG for ADHD.

For further information, please contact Helen Goodsall, Policy & Helpline Manager heleng@bdadyslexia.org.uk.

ⁱ British Dyslexia Association estimates that in UK there will be 10% - around 1 million children in classrooms with dyslexia across the country. Department for Education (2025) Schools, pupils and their characteristics, Academic year 2024/25.

ⁱⁱ APPG for Dyslexia "Educational cost of dyslexia" Oct 2019 p13

ⁱⁱⁱ (ref) <https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2024-25#f62a-attainment-by-special-educational-need-sen-status>

^{iv} <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25#section-attainment-by-pupil-characteristics>

^v <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance/2023-24>

^{vi} BDA Lost in the system report. Jan 2026 <https://simplebooklet.com/bdalostinthesystem2026>

^{vii} BDA survey of SEND Community Feedback 233 responses May 2026

^{viii} BDA survey of SEND Community Feedback 233 responses May 2026

^{ix} Daniel et al Specific Learning Difficulties: Disparities in Identification. Journal of Learning Disabilities. 2026

^x BDA report: Set up for someone else: Dyslexic young people in the education system October 2025

^{xi} <https://addressingdyslexia.org/assessing-and-monitoring/>

^{xii} BDA survey of SEND Community Feedback 233 responses May 2026

^{xiii} BDA survey of SEND Community Feedback 233 responses May 2026

^{xiv} BDA Set up for somebody else report: dyslexic young people in our education system Oct 2025

^{xv} BDA Mind The Gap: GCSE results and the dyslexia divide June 2025

^{xvi} BDA survey of SEND Community Feedback 233 responses May 2026

^{xvii} BDA report: Set up for somebody else: Dyslexic young people in the education system October 2025