



Wiltshire Dyslexia Association

2024 – Issue 1



WILTSHIRE NEWS

Wiltshire Dyslexia Workshops for Parents and Carers

The WDA thanks Alison Szalay, a Specialist Advisory Teacher with SSENS, for presenting the recent online Dyslexia Workshop for parents and carers. More than 45 people joined the event to find out what dyslexia is, how schools and other agencies in Wiltshire identify and support literacy difficulties, and ways to help at home.



Another similar event has been planned for Thursday 2 May at 4pm – 5.30pm. However, questions at the recent event continued to be answered until 6.30pm!

Details for the May workshop are already available at [Dyslexia Workshop For Parents And Carers \(Online Live\) | Right Choice \(wiltshire.gov.uk\)](#) where SENCOs can login to acquire the joining link. Attendees can therefore request the link from school or email me nearer the time: caroline.fowke@btinternet.com

I can also provide a list of all the resources referred to during the workshop.

Wiltshire Ordinarily Available Provision for All Learners (OPAL)

Wiltshire Ordinarily Available Provision for All Learners (OPAL) has been launched and outlines the provision and support that should ordinarily be available for children and young people in education settings, such as early years, schools and colleges.

[You can read more about OPAL on our Local Offer pages](#)

See this section which refers to resources for dyslexic pupils:
[Section Two: Cognition and learning - Local Offer \(wiltshire.gov.uk\)](#)

Information and Guidance for Families who are Home Educating

Co-designed with home-educating families in Swindon and Wiltshire, the [Home Education Futures website](#) has been developed as a resource for home educating families across Swindon and Wiltshire.

The [Health and Wellbeing section of the website](#) provides parents and carers with resources to help children and young people with SEND. In this section, you'll find information, helpful resources, practical tools and signposting to help you support your young person find their best next step.

Dyslexia friendly schools project

Congratulations to the first cohort of dyslexia friendly schools, who began in September 2020, and have successfully achieved the British Dyslexia Association Dyslexia Friendly Quality Mark. The Quality Mark provides a framework for schools to improve their understanding of dyslexia and literacy difficulties and to develop inclusive practice. Wiltshire Council is committed to supporting dyslexia friendly schools so that children and young people with literacy needs, including dyslexia, can succeed in mainstream settings. Achieving the quality mark is testament to the commitment and inclusive practice of the following schools:

- Lyneham Primary School
- Malmesbury Primary School
- The Clarendon Academy, Trowbridge
- The Trafalgar School at Downton
- King's Lodge School, Chippenham
- St. Mark's CE Junior School, Salisbury
- Zouch Academy, Tidworth
- Royal Wootton Bassett Academy
- Southbroom St. James Academy, Devizes
- St. Peter's CE Primary Academy, Salisbury
- Sarum Academy, Salisbury
- Downton CE Primary School
- Wilton CE Primary School

In September 2023, SSENS began supporting a second group of 15 schools to work towards achieving the Quality Mark. SSENS looks forward to working with these schools to develop their inclusive practice.

SSENS continues to support all Wiltshire schools to meet the needs of children and young people with literacy difficulties, including dyslexia, through:

- the new training offer
- WESforD – updated digital version available
- workshops for parents and carers
- advice through consultations and solution surgeries

[More information on the dyslexia friendly schools project](#)

What's on at Wiltshire libraries this February

There's lots on offer at Wiltshire libraries next month. As well as providing a vast range of books and eBooks, our libraries also provide events to improve your maths skills, resources to help you pass your driving theory test, 60 years of television history available to access online for free, and warm packs to support you during the winter.

[Full details about what's on at our libraries in February](#)



Are you looking to improve your numeracy skills?

Sign-up for a free Multiply course.

More info [👉 https://orlo.uk/RoK0e](https://orlo.uk/RoK0e)

To read the latest edition of our newsletter please click here: [Multiply Newsletter January 2024](#)
Please find an up to date list of all our courses here: [Multiply What's On Offer January 2024 \(5\)](#)

NEWS AND ARTICLES



Here's January's newsletter link:

<https://joom.ag/Mond>

Hundreds of articles available in [DYSLEXIA LIBRARY](#)

Back issues available at:

<https://www.dyslexicadvantage.org/newsletter-archives/>

Check out all the other free resources at [DyslexicAdvantage.org](https://www.dyslexicadvantage.org)



News update!

Patoss is now active on social media!

Are you able to help promote Patoss and our mission to help people with SpLDs succeed in their education and workplace by nourishing the professionals who teach, assess and support them?

We've recently revitalised our social media engagement and would appreciate your help to spread the word about Patoss and our work to help raise awareness about SpLDs.

We'd be grateful if you would have a look at our social media platforms and please follow our accounts, like our posts and share our messages with your colleagues, friends and family members in order to engage as many people as possible in our quest to support those with SpLDs.

Click below to visit Patoss' social media accounts:

[Instagram - patoss_dyslexia](#)

[Facebook - PatossLtd](#)

[LinkedIn - patoss-limited](#)

[X\(Twitter\) - PDyslexia](#)

You'll find some exciting content online including news of our upcoming events and Conference (20 April 2024), informative videos about our work and publications, inspiring media news stories and our new '[Meet the Team](#)' feature introducing the wonderful staff at Patoss!

(www.patoss-dyslexia.org)

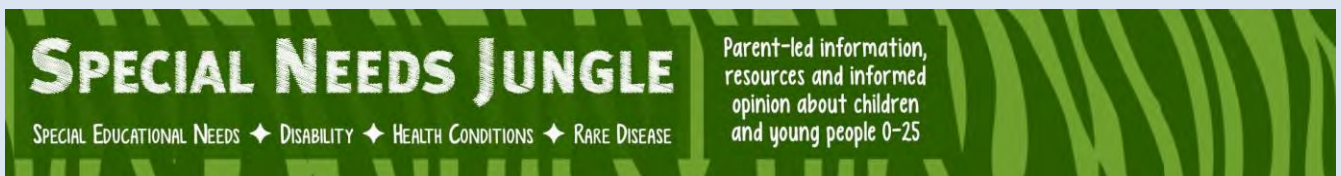


Welcome to CDC's January newsletter.

Inside this edition, you can find:

- Information on the [government's response](#) to the review on safeguarding children and young people with disabilities and complex health needs in residential settings;
- Information on CDC's [National Event](#) on SEND and Alternative Provision Systems Improvement;
- Details on how to sign up for [EYSEND training](#) events;
- [New research](#) studying the outcomes of children's social care provision;
- Launch of [Pathfinders and Family Network pilots evaluation](#);
- Free Speech and Language UK EYSEND [Webinars](#);
- Free Anti-Bullying Alliance [CPD Training](#).

This is rounded off with a range of resources, campaigns and events.



What's the law when a council says it **can't** comply because of resource issues, though **it's "trying its best"**

By [Dr Alice Irving, Public Law Barrister](#) January 25, 2024

Comments from the High Court on a local **authority's** claim they could not comply with the law because of resource issues – *R (W) v Hertfordshire County Council*.

The news is once again filled with local authorities going bust and attempts to blame financial woes on (amongst other things) an increase in requests for special educational support.

On the ground, the reality of this is that, again and again, I see local authorities failing to meet their statutory duties under the Children and Families Act 2014. When they receive a legal letter challenging this, the response is often that they are “trying” but **resourcing issues are the problem.**

At the end of 2023, the decision of [R \(W\) v Hertfordshire County Council \[2023\] EWHC 3138 \(Admin\)](#) was handed down. It contains helpful observations about the way local authorities should (and should not) behave when they are in clear breach of their statutory obligations.

Whole article at: [What’s the law when a council says it can’t comply because of resource issues, though it’s “trying its best” - Special Needs Jungle](#)

The project helping schools and parents find common ground, so children with SEND can thrive in mainstream secondary

By [Special Needs Jungle](#) January 15, 2024

with James Harris, former headteacher and SEND parent

We’re always interested to hear about innovative projects that help meet the educational needs of disabled children. Former headteacher, James Harris, who is also the father of adopted children with SEND, got in touch to tell us about a pilot **project he’s** launching called "Finding Common Ground". It aims to offer free advice to parents and carers where their child is struggling to thrive in secondary school.

James says as a headteacher he was aware that a lot of points of unnecessary conflict between parents and schools arose due to difficulties of communication or **misunderstandings. His experience meant understanding what is and isn’t** possible and seeing where provision could easily be made, ensured his children **broadly got the provision they needed. The free pilot project he’s trialling isn’t** offering legal advice but aims to build up an evidence base before seeking funding from educational trusts or charities. He says the parents he helps are struggling with issues such as attendance, consistency of provision and so on, and he helps with the process of talking issues through and suggesting realistic ways forward that can take the heat out of often very stressful situations.

James is here to tell us more...

[The project helping schools and parents find common ground, so children with SEND can thrive in mainstream secondary - Special Needs Jungle](#)

Neurodiversity in engineering and technology

A 2022 IET survey found that almost one in five people from our IET Volunteer community who responded (19%) identified as definitely or possibly neurodivergent. Later that year we commissioned further qualitative research to build greater understanding and awareness of the lived experiences of neurodivergent engineers and technicians, and to identify how a more inclusive environment could be created.

This report presents the findings of that study, drawing largely on insights obtained from a series of focus groups held during the Spring of 2023.

Katy Deacon - IET Trustee and Chair of the IET EDI Working Party

“Everyone should feel empowered and supported to fulfil their potential and feel that they belong in engineering and technology. For us, building an understanding of the extent of neurodiversity in the sector, as well as breaking down barriers, is a crucial element to realising this aim. There is much more we can do to truly harness the strengths and skills of neurodivergent people, that will improve the working experience for all.”

Andy Parker - Chair of the Project Advisory Group

“As a neurodivergent engineer myself, it's fantastic and very encouraging to see the IET pioneering research into the challenges and experiences of the neurodivergent community in engineering and technology – an area that has remained largely unexplored until now.”

This report is available either as PDF downloads (links below) or as webpage versions of each chapter of the full report – available at [IET report on neurodiversity in engineering and technology \(theiet.org\)](https://theiet.org/report-on-neurodiversity-in-engineering-and-technology)

Full report: [Neurodiversity in Engineering and Technology \(full report\)](https://theiet.org/report-on-neurodiversity-in-engineering-and-technology)

Summary: [Neurodiversity in Engineering and Technology \(summary\)](https://theiet.org/report-on-neurodiversity-in-engineering-and-technology)



Caroline Fowke writes:

This report was brought to my attention on a dyslexia forum by Brian Reynolds BSc IEng MIET, who wrote about his dyslexia story and his involvement in the report as a member of the Institution of Engineering and Technology.

He explained to me that since his personal diagnosis in 2001, as a very mature university student, then reflecting on life, and his membership of the IET, he had some limitations.

Therefore, he started questioning the institution, about their processes, and support within those processes. After many years “of getting under people's skin and finally raising an internal meeting with various representatives of the institution” it was agreed that something needed to be done. By 2018 the embryo of a neuro diversity team was starting to be set up and now this report has been published.

I plan to share more of Brian’s story in a future issue within the ‘Dyslexia Stories’ section.



EVENTS & RECORDINGS

Adult Dyslexia Centre Advising • Developing • Connecting

Our Online Adult Support Group meets on the first Tuesday of every month.



We meet each month and members can share experiences, concerns and ideas, relating to dyslexia. There is always lively discussion, and it is growing in membership. It is hosted by Chris, a trustee, and our volunteer Kerry. Both are dyslexic and therefore understanding of the issues faced by members.

[Email to register interest](#)



Free monthly webinars from ANND continue

Earlier this month our guest was Keisha Adair Swaby, author of **'Empowering Dyslexics: Blessed and Gifted'**. She shared her lived experience around Neurodiversity and was joined by our expert hosts.

Want to listen?
Here is the link: <https://lnkd.in/ecqiNTKb>



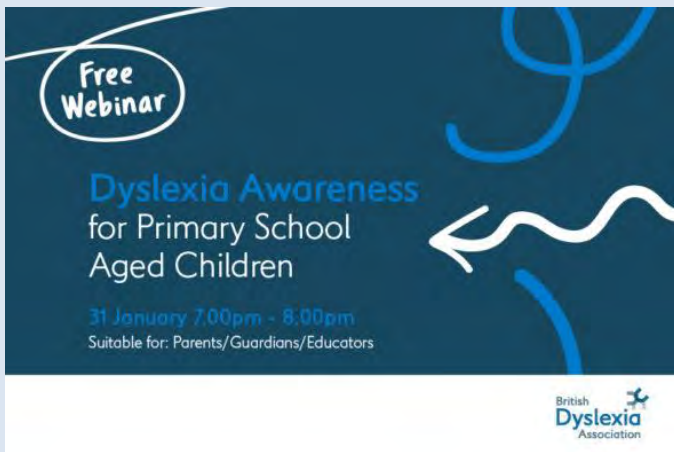
ANND Interview with Keisha Adair Swaby: My Inspirational Story

Read about Keisha Adair Swaby's dyslexia story on the BDA website: [Keisha's story](#)

The webinars are a great opportunity to be inspired and to ask our experts lots of questions too!

ANND are a non-profit coalition of dedicated organisations who are passionate about supporting our community.

Website - www.adc.org.uk
Helpline - help@adc.org.uk or Tel. 07774 846657



Free Webinar - Dyslexia Awareness For Primary-Aged Children Spring Term 2024

Wednesday 31 January 2024, Online

[Book now](#)

Dyslexia Awareness For Primary-Aged Children webinar is aimed at educators and parents or carers of children at primary school.

In this webinar, we talk about the dyslexia journey for children in primary schools, including:

- information on the signs of dyslexia in children in primary school
- what educators can do to help in school
- how parents can support at home
- how the BDA can help and support you

Bookings for the WPCC's SEND Information Event are Open!



Friday 2nd February 2024

We are delighted to announce that we are taking bookings for the WPCC's next Information Event which will take place on **Friday 2nd February 2024** at The Civic Centre, Trowbridge. This event will run **from 9.30am to 2.00pm** (Registrations from 9.30am, event starts at 10.00am).

As usual, a key feature of our event will be our 'Market Place', where we anticipate over 30 services and providers across the local area will showcase their offer. Free refreshments will be available throughout the day for everyone who attends.

We will be offering a free workshop at this event to help parent carers to take away some practical tips and strategies. Please see the [WPCC's Pre-Event Information Booklet](#) for information about the workshop. **Places for the workshop will be limited and will be offered on a first come, first served basis.**

There will also be a keynote presentation at the beginning of the event presented by Wiltshire Council Head of Commissioning, giving an update on parent carer engagement and what is happening as a result of your collective voice.

The Pre-Event Information Booklet gives early information about what to expect from the event. Information in the booklet includes:

- Information about stands confirmed by beginning of January 2024 (more are anticipated as we get closer to the event)
- Information about the workshop
- A draft agenda
- Links for booking places.

Parent carers will be able to claim car parking, travel and childcare expenses if attending the event. See the WPCC's virtual [Pre-Event Information Booklet](#) for lots more information about the event. To go straight to the booking form, click **BOOK**. See poster on next page.



WPCCC's SEND **Information Event**

Are you a parent carer of, or professional working with, a child or young person with Special Educational Needs and/or Disabilities (SEND)?

This **free to attend** event is aimed at parent carers who are looking for information or support for their child or young person with SEND. Professionals who work with children and young people with SEND are also invited. You can talk to a number of different services in Wiltshire at their stands and find out more information about them and how they can help.

- Visit over 30 information stands**
- Participate in an information workshop**
- Enjoy free tea, coffee and cakes**
- Meet other parent carers**

See our virtual pre-event pack for lots more info:



You can book using this QR code:



**Friday 2nd
February 2024**

**Civic Centre
Trowbridge
BA14 8AH**

**Registration from
9.30am**

**Event Runs from
10am to 2pm**

Parent carers will be able to claim travel and childcare expenses from the WPCCC

BOOKING IS ESSENTIAL

You can book online

www.surveymonkey.com/r/SENDIS2024

Alternatively

Phone: 01225 764647

Email: reception@wiltspcc.co.uk

**Booking closes 5pm on
29th January 2024**

Assistive Technologies in Schools

Unlocking the power of Assistive Technologies to transform inclusive practice from early years to Further and Higher Education

Pupil engagement and learning

Be ThAT Teacher! A new opportunity to join the programme

Developing the use of Assistive Technologies in mainstream classrooms can have a transformative impact on learner progress.

We are offering all education settings (5-19) another opportunity to join the highly successful “Be ThAT Teacher” professional development programme, with catch-up sessions in late February and early March in the New Year. Through the generous sponsorship of HSBC, we are able to offer all training and resources completely free of charge.

Between January 2022 and July 2023, Microlink Education designed and delivered two transformational school improvement projects, with our delivery partner nasen (nationally recognised experts in the development of Special Education Needs provision).

Funded by the Department for Education, and involving over two hundred primary and secondary schools, the project aimed to develop awareness and understanding of the power of assistive technologies to transform mainstream and targeted teaching and learning.

The programmes were an unqualified success, with impact seen in terms of pupil engagement, motivation and access to learning.

Be ThAT Teacher - Microlink (microlinkpc.com)

To book a place on the webinar catch-up sessions that will take place on **Thursday 29th February 2024** and **Tuesday 26th March 2024**, simply complete the form below with your contact details and preferred training opportunity:

[Be ThAT... Teacher/ MAT/ LA - Catch-up Sessions, Group & Date Options \(google.com\)](#)

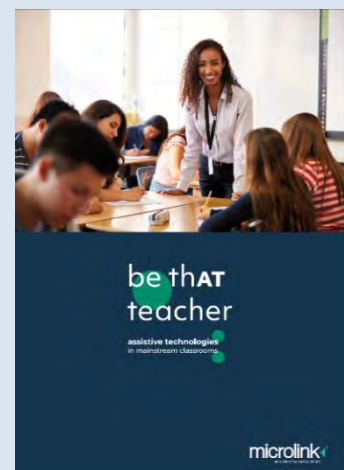
Download this guide to the “Be ThAT Teacher” training and professional development programme.

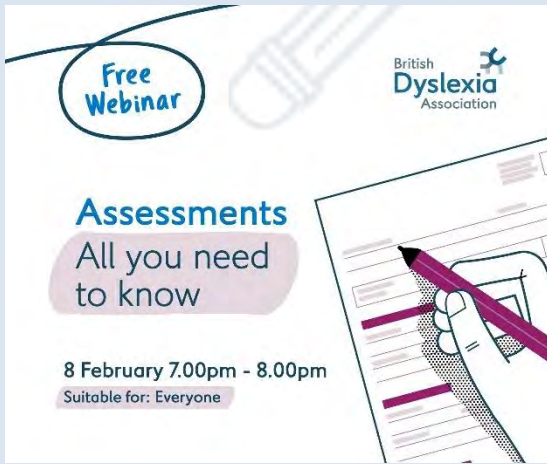
Not only do we introduce ideas, solutions and applications that support the use of AT in your classrooms, we also aim to build your personal capacity to manage change effectively.

Microlink Be thAT teacher 2023

We sincerely hope you want to Be ThAT Teacher!

If you have any questions or queries, please contact: education@microlinkpc.com





[Free Webinar - Assessments - All you need to know](#)

Thursday 8 February 2024 - Online 7 – 8pm
[Book now](#)

This informative webinar will be run by Lynn Lovell, Head of Professional Standards at the BDA. It will outline key aspects that individuals may need to know about assessments, such as why it may be useful to have an assessment and what to expect from the assessment process.

Content of webinar:

- Benefits of assessment
- Limitations of assessments
- What to look for when choosing an assessor
- What to expect before, during and after assessment
- Remote assessment
- Our service
- Your questions answered

[Free Webinar - Dyslexia Awareness For Secondary-Aged students](#)

Tuesday 20 February 2024, Online
[Book now](#)

This webinar is aimed at educators and parents or carers of students at Secondary school.



In this webinar, we talk about the dyslexia journey at secondary school including:

- information about the signs of dyslexia in young adults
- what educators can do at school
- how parents can support their children at home
- how the BDA can help and support you



[Free Webinar - Dyslexia Awareness for Workplace - understanding dyslexia \(employees\)](#)

Wednesday 13 March 2024, Online [Book now](#)

Join Amanda Hornby in her latest workplace webinar for employees. Understand dyslexia and explore the emotional toll it may have on mental health, addressing self-esteem and anxiety. Understanding this emotional landscape is crucial for effective support and fostering a positive mindset.



[Arran Smith](#)

Dyslexia Visionary with 20 Years of Transformative Experience | Founder of Dyslexia Show | Entrepreneur Championing SEND | Expert in Dyslexia

It's truly remarkable how many people are already involved, but I know we can take it one step further and make this the show that we know it can be – the biggest, brightest, most unbelievable, and extravagant supportive environment for those people with dyslexia, dyscalculia, and the broader neurodiversity community. My goal is to grow an event that genuinely changes lives and provides essential support.

I understand every single day what it's like because I've experienced the heartache, depression, stress, and anxiety that can come with dyslexia and dyscalculia. But I've also felt the adulation and received the support needed to overcome these challenges. Together, we've created the UK's leading exhibition dedicated to dyslexia, dyscalculia, and neurodiversity.

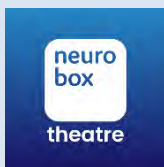


As we gear up for the Dyslexia Show 2024, we want to ensure you don't miss out on the exciting additional features and free activities that make this event truly exceptional.

Theatres: In addition to the main exhibition, Dyslexia Show 2024 boasts multiple theatres that offer in-depth insights, workshops, and inspirational talks:



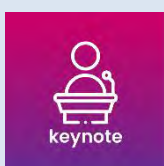
Workshop Theatre: This theatre hosts free sessions for educators on Friday and parents on Saturday. Dive into practical strategies and tips that can transform your approach to supporting neurodiverse individuals.



Neurobox Theatre: With three sessions dedicated to workplaces on Friday and individuals on Saturday, the Neurobox Theatre provides valuable insights into creating neurodiverse-friendly environments. Discover the power of inclusivity in the workplace and in personal development.



Knowledge Theatre: Knowledge sharing is at the core of our event. The Knowledge Theatre brings together individuals who are passionate about dyslexia and neurodiversity, sharing their expertise and experiences to enlighten and inspire.



Keynote Theatre: Join us for inspirational talks from leading figures in the field of dyslexia. These keynotes will motivate and empower you to make a positive impact.

Free Activities:



Education and Parent Sessions: As mentioned earlier, we offer free education sessions on Friday and parent sessions on Saturday in the Workshop Theatre. These sessions are packed with practical advice and strategies for educators and parents.



Exhibition Access: Don't forget that the main exhibition is free to attend for everyone (except workplace attendees). Explore a diverse range of exhibitors, products, and resources designed to support neurodiversity.

Why Attend?



Education: Whether you're an educator, parent, workplace professional, or an individual with dyslexia, attending Dyslexia Show 2024 is a unique opportunity to gain knowledge, network, and be inspired.



Inclusivity: Embrace the spirit of inclusivity and learn how to create environments where neurodiverse individuals can thrive.



Support: Access valuable resources, tools, and practical tips to support your journey or the journeys of those you care about.

[Register Now](#)

Join us on the 15th and 16th of March at the NEC in Birmingham to immerse yourself in a world of knowledge, inspiration, and inclusivity.

Warm regards,

A handwritten signature in purple ink.

Arran Smith
Show Founder and Director

The logo for APPG (Association of Parents, Professionals and Pupils with Dyslexia) features a crown above a grid of squares, with the text 'appg' in a bold, lowercase font and 'For dyslexia and specific learning differences' in a smaller font to the right.	<p>The next APPG will take place on 19th March 2024 discussing intersectionality.</p>
	<p>If you would like to attend, please register for APPG emails and the information will be sent directly to your inbox.</p>
	<p>APPG Meeting Archive - British Dyslexia Association (bdadyslexia.org.uk)</p>

International Conference 2024 - Dimensions of Dyslexia: Evidence and Practice - British Dyslexia Association



Book Today!

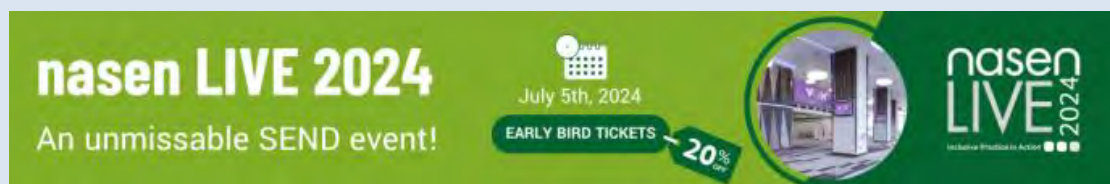
The BDA will host its 13th International Conference, Dimensions of Dyslexia: Evidence and Practice, at the University of Surrey on **Thursday 20th and Friday 21st June 2024**. Book your place today!

The 13th Annual conference brings together leading academics, scholars and researchers in the field of Dyslexia research and other specific learning difficulties.

Taking place exclusively in-person, it provides a welcome opportunity for researchers and practitioners to gather face to face to learn, share and connect.

- Gain insights from our internationally renowned keynote speakers. Engage in interactive workshops and hear directly from leading researchers (agenda to be announced shortly).
- Network with like-minded professionals.
- Stay updated on the latest advancements in dyslexia research.

Be part of a community dedicated to advancing our understanding of dyslexia and co-occurring differences.



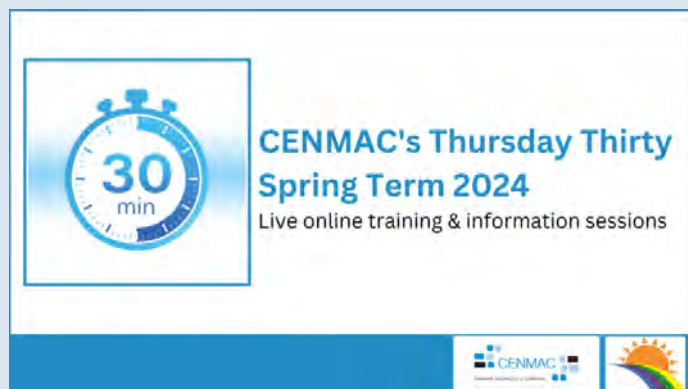
We are thrilled to inform you that nasen LIVE is set to make its return to the Vox Conference Centre, **NEC, Birmingham, on July 5th, 2024!**

This year's theme will cover 'Inclusive Practice in Action,' with our one-day conference promising to offer attendees an unmissable opportunity to explore the latest SEND best practice, from a series of webinars and panels delivered by sector-leading specialists.

Take advantage of this exclusive chance to participate in our Early Bird pre-sale before the official ticket launch. Secure your ticket today to be the first to enjoy a discounted rate of only £79.00 (instead of £99.00)! Act quickly, as this offer is valid only until February 29th!

Purchase Early Bird Tickets

Explore the highlights of our nasen LIVE 2023 event to get a comprehensive glimpse of what our essential one-day SEND CPD conference has to offer: [nasen LIVE on Vimeo](#)



Following CENMAC's Dyslexia Assessor and Speech & Language Therapist Abeer Essa's Thursday Thirty Session '**Recognising and supporting children & Young People with dyslexia**' on 30 November, the recording is now available to view and her PowerPoint presentation is available to download.

To view the recording and download the presentation visit:

https://cenmac.com/online_training/supporting-children-and-young-people-with-dyslexia/

To view our other Thursday Thirty recordings visit:

<https://cenmac.com/thursday-thirty-online-training/>

To view & book for 2024 Thursday Thirty sessions visit:

<https://cenmac.com/thursday-thirty-online-training/>

(NB: Please note that more sessions are continually being added to the programme so please keep an eye on the page or follow us on [Twitter](#) or [Instagram](#) for updates.)

CENMAC

<https://cenmac.com/>

Follow us on Twitter [@CENMAC](#) and Instagram [@_cenmac](#)



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Online Training

We have so many online training slots for the Spring Term you are spoilt for choice! Join one of our Education Specialists to learn how to create a visual timetable, a social story, a vocabulary mat and lots more. There's also plenty of time for questions.





We are pleased to announce some of the top FREE online courses available this month. However, please note that spots are extremely limited, so we urge you not to delay in registering. The demand is high, and places are filling up rapidly.

To be eligible for enrolment, you must be at least 19 years old by August 31st, 2023, reside in England, and not currently be enrolled in an apprenticeship program. This exceptional opportunity allows you to expand your knowledge and skills, whether for personal or professional growth. With a selection of over 50 courses, you can choose the one that best suits your interests and aspirations.

Do not let this chance to unlock your full potential slip away.

Sign up today at www.wefindanylearner.com/book-online/ or call 01226 958 888.

[Understanding Specific Learning Difficulties Level 2](#)

This course is aimed at learners looking to improve their understanding and awareness of the below key topics, especially those working in healthcare, social care, and education. Having a learning difficulty means that people find it harder to learn certain skills. As this affects around 15% of people, it is important for those working in healthcare, social care, and education to have knowledge of different learning difficulties. The purpose of this qualification is to equip learners with knowledge of a range of specific learning difficulties, such as ADHD, dyslexia, and dyscalculia.

[Mental Health First Aid Level 2](#)

It's important that employers are transparent and open about mental health issues, and this qualification builds an understanding of mental health problems and the support available to colleagues. Increasing the understanding of the mental health of staff at all levels builds a culture of care and support.

[Understanding Autism Level 2](#)

This course will give you an understanding of autism and the principles of supporting individuals with autism. You will look at the person-centred approach and the influence that positive communication methods can have and will gain an understanding of how individuals with autism can be supported to live healthy and fulfilled lives.

[Neuroscience in Early Years Level 2](#)

This qualification's aim is to provide an introduction to the early development of the brain in babies and young children from birth to 7 years of age. It looks at how the social brain develops, the limbic system, and self-regulation.



[New webinar series launched for 2024!](#)

CALL Scotland provide a programme of 20-minute webinars as free Professional Learning opportunities. These webinars are on a range of Assistive Technology topics all with the focus on supporting children and young people with Additional Support Needs.



Webinar Recording

You can watch the session at this link: <https://www.youtube.com/watch?v=KSM-s7kg2bw>
 You can also find other helpful videos on our [YouTube Channel](#).

[View presentation slides](#)

Dr Deborah Leveroy, Head of Consultancy & Research, shares a 5-minute thought-provoking story. She tells the story of Mari and her journey from engaged employee to disempowered ex-employee.

However, with support from her employer, it could have been a very different outcome for Mari.

[Give it a watch](#) - what would you do differently?
[Exploring Dyslexia and Autism at Work | Deborah Leveroy PhD | DisruptHR Talks - DisruptHR](#)



Dyslexia Life Hacks

Have you caught up on the latest episodes of [The Dyslexia Life Hacks Podcast](#)?

[Listen to Podcast](#)

[Episode 65](#) - Matt Bird:
 How to Write a Book If You Have Dyslexia

[Episode 66](#) - Devon Lowndes:
 Finding Belonging and Navigating Micro-Traumas



Could ChatGPT change your life? - British Dyslexia Association

Thursday 25 January 2024

Artificial Intelligence (AI) is the ability of a computer to perform tasks commonly associated with intelligent beings.

Advances in AI over recent decades have been exponential and there are products available now that can be life changing for users. In this article we take a look at two examples where AI can support individuals with dyslexia or other specific learning difficulties.

[Read the full article here](#)



BLOG POSTS

Supporting Readers with Dyslexia at Home: Ten Top Tips for Parents

The role of parents in supporting dyslexic readers is immense, and yet they usually receive no training! This article offers 10 tips to help you in your vital, valuable role of supporting your dyslexic child in reading.

[Read Article](#)

Dyslexia & Exam Access Arrangements: the Headlines

When it comes to making reasonable adjustments for secondary students with dyslexia, exams are a big consideration. This blog offers the headlines: what access arrangements are available for students with dyslexia, how are they awarded and what does best practice look like? As well as a discussion of the testing process for extra time or types of scribe, you'll read about lesser-known access arrangements. In addition, this blog seeks to clarify some of the common misunderstandings related to access arrangements and dyslexia. Whether you're a parent seeking clarity or a teacher looking specifically for your students with dyslexia, this article is for you.

[Read full blog](#)

#succeed with dyslexia Digest

Recent blogs from Succeed with Dyslexia – click on titles to access full article.

[Climbing the Career Ladder: Which Dyslexia Progression Profile are You?](#)

About 75% of us decided to look for a new job last January. Many of us probably wondered if we could take another step up the corporate ladder, too— it's the longest month, and many might be watching the economic climate get chillier and wondering about our outgoings.

But is it that simple when you've got dyslexia?

Progressing up the career ladder isn't so easy at the best of times, and sometimes dyslexia can complicate the relationship between the work you do, how confident you are, and where you want to be.

Which of the following dyslexia progression styles describes your experience best as we go into 2024?

[5 Ways to Embrace Dyslexia at Work this New Year](#)

It's a new year. A fresh start. 2024 has dawned and somehow, in the blink of an eye, we're all back behind our laptops again with the festivities feeling like a distant, gravy-filled memory.

But a new year is more than a fresh start: it's a great time to really think about inclusion and accessibility, and how the ways in which we work could adapt to create a more comforting and welcoming working environment for all. That's why this week, we're focusing on the ways that businesses can make a renewed commitment to neurodiversity and support their dyslexic talent.

[A primer on dyslexia, parenting and work](#)

It's estimated that if you're dyslexic, there's a 49% chance that one of your parents is and a 40% chance that one of your siblings is too.

It might be a positive thing! When the people you're closest to have an intimate understanding of dyslexia, it becomes easier to spot and talk about, but it can also create a unique set of stressors too. A lot of dyslexic parents can find it difficult to feel like they're supporting their children and balancing expectations in the ways they're expected to.

Maths Failure and Under-achievement. Concept Analysis. Steve Chinn, PhD



Some thoughts about teaching basic numeracy...

May I start with this information?

Figures from the Department for Education show that 77.3% of students in England do not attain a C (i.e. a pass grade) in English or maths when they resit the exam post-16.

This seems to me to be irrefutable evidence that current maths teaching methods are not effective enough. And that it is time to reform them. But to what?

Well, it won't be a quick fix. Understanding the many factors that make learning maths effective takes more than one short input. It will be about studying the affective domain (for example, anxiety) alongside the cognitive domain (and avoiding an over-reliance on rote learning and lack of teaching for understanding (which will give much longer-lasting results), acknowledging the developmental nature of maths and the advantages and disadvantages of this. We need to do a deep analysis of every topic we teach and how we teach it.

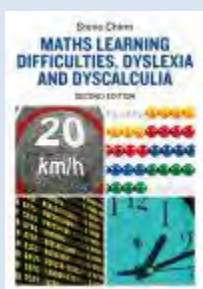
In my last book 'How to Teach Maths: Understanding Learners' Needs' (2021) I give much more detail on my ideas to address problems and on improving the efficacy of the pedagogy. Ideas that I learned from decades of finding out what works with the 'outliers', that is, those who find success in maths hard to achieve. Much of this came from listening to learners (and asking them the right questions in the right way).

We need more visual support for learning maths.

Please see full article at:

[Maths Failure and Under-achievement. Concept Analysis. Steve Chinn, PhD | LinkedIn](#)

See also:



Prof Steve Chinn has a series of videos available online called Maths Explained - available by [clicking here](#).

Available to borrow from Wiltshire Libraries.

[Professor Mahesh C. Sharma - Full Article \(BDA Handbook 2022\) - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Some Remediation Principles for Dyscalculia and Acquired Dyscalculia

[Dyscalculia - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Available free to schools:

[Dyscalculia Screener](#) | [Online Screening Tool](#) | [Numeracy IDL](#) | [IDL \(idlsgroup.com\)](#)



Succeed With Dyslexia

AI and dyslexia, a unique pairing? 🤖

Discover the innovative use of artificial intelligence to assist individuals with dyslexia in this eye-opening article.

What do you think about this tech-driven approach?

[A company is using Artificial Intelligence to help people with dyslexia - WMNF 88.5 FM](#)

Dyslexia affects 1 out of every 5 people, there's a company using AI to help people with dyslexia. People with dyslexia have difficulty processing written language. Dyslexia represents 80 to 90 percent of people with learning disabilities. A new artificial intelligence program might be able to help correct dyslexia. Dr Coral Hoh is a clinical linguist and the CEO and co-founder of EduNational.

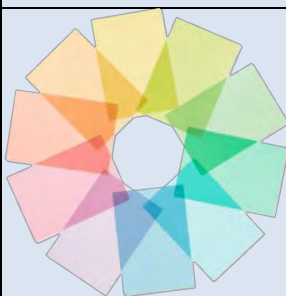
"Well because of this complexity, we need a computing solution that can find these bits and bytes of error in the code for each person. And because language processing difficulties vary so much from person to person we need artificial intelligence to customize the program for every one of them. And here in the US, you're talking about over 10 million children with dyslexia."

The way it works is the computer generates interactive verbal games to evaluate each student. Then based on the students' responses, the AI will produce new corrective games, to help their underlying language processing difficulties. The program is called Dysolve.



[Universal software tools to support writing for Windows, iPads and Chromebooks](#)

A selection of free universal tools to support writing for Windows, iPads and Chromebooks.



Our award-winning Overlays in a handy new A5 size

Mixed coloured 10 Pack
Now only £11.99 Was £14.99

Hurry offer ends 31st January 2024



[Shop Here](#)

Learning About Neurodiversity at School (LEANS)

Would you like to improve the knowledge and awareness of neurodiversity in your primary setting?

Developed at Edinburgh University, this is a free programme for mainstream primary schools to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts our experiences at school. All resources are free and it includes lesson plans and parent/carer resources.

[Click here for resources and lessons plans](#)



Dive into the world of accessibility with the latest assistive tech mini-guide!

Discover practical tips and insights on minimising accessibility challenges. Empower your digital spaces for everyone.

[A Miniguide to Minimising Accessibility Challenges - Empowering Tech](#)

Nasen, known for their collection of free-to-download miniguides aimed at supporting educators and caregivers of children and young people with Special Educational Needs and Disabilities (SEND), has released a new addition to this invaluable series - the [Assistive Technology \(AT\) miniguide](#).

Co-authored by Julia Clouter, Head of Education at Scanning Pens, and Myles Pilling, a Specialist SEND ICT-AT consultant, this guide serves as a compass for educators looking to navigate the ever-evolving landscape of assistive technology in education.

Please see full article in title link above to cover the following headings:



But how does this guide impact the teaching landscape across Multi-Academy Trusts, and schools in general?

What to Expect...

- Understanding the Basics
- Implementing AT in Practice
- Empowering Students
- Collaboration and Professional Development

Understanding the Miniguide and The Power of AT's Significance

The Vision for Literacy in 2025

A Tool for Transformation

You can see Julia and Myles discuss the AT miniguide project at [Empowering Tech](#), and nasen members can download a copy FREE and start reading [right here](#)!

Join for free - Join our growing community to help boost your professional portfolio and save you and your setting time and money. As a member you will receive excellent support, tools, CPDL opportunities and resources to help meet the needs of ALL pupils.

Join now



Free Resource for SENCOs


SENCO Calendar

We are delighted to introduce a free resource tailor-made for Special Educational Needs Coordinators (SENCOs). This comprehensive mini guide, packed with invaluable insights, is designed to ease your journey through the world of special education needs. Get the Free Calendar today.

[Download](#)




We've taken a few useful sections from the SEND Guide for you to use for free in your role within school. You can download them here: [SEND Guide | SEND Group](#)




SENCO Calendar
Identifying key tasks that need to be undertaken at certain times of the year.

[Download](#)




Supporting with Effective Parent Partnerships
Delivering ideas in the best ways of working with parents with students with SEND.

[Download](#)




The Jargon and Abbreviation Buster
Giving you all the terms and acronyms in the areas of special education needs.

[Download](#)




A Graduated Response
Giving the best approach to assessing needs.

[Download](#)




Support Guide Dyslexia

[Download](#)




Support Guide Dyspraxia

[Download](#)



Support Guide ADHD

[Download](#)



Support Guide Autism

[Download](#)

25% Discount on Annual Subscription at SEND Academy

Exciting news! We're offering a 25% discount on an annual subscription to SEND Academy. Gain access to both awareness and library courses that will empower you in creating inclusive learning environments.

[Enrol Today](#)



The Studying with Dyslexia Blog - Part of the Send Group Family

We are delighted that the Studying with Dyslexia blog is now part of the send group family check out their latest blog post: [Read Blog](#)



Introducing Dyslexia.tech – Free Webinars by Founder Arran Smith

Our final announcement brings exciting news from the founder of SEND Group, Arran Smith, a seasoned expert in the field of dyslexia and assistive technology. Discover Dyslexia.tech and its innovative services in an upcoming free webinar "Dyslexia Tech Framework: Foundation for Success Webinar" an opportunity you won't want to miss.

Join me on [30th January at 4:00pm](#) for a game-changing webinar! Discover the cutting-edge Dyslexia Tech Framework, a revolutionary tool that empowers individuals with dyslexia and neurodiversity challenges.

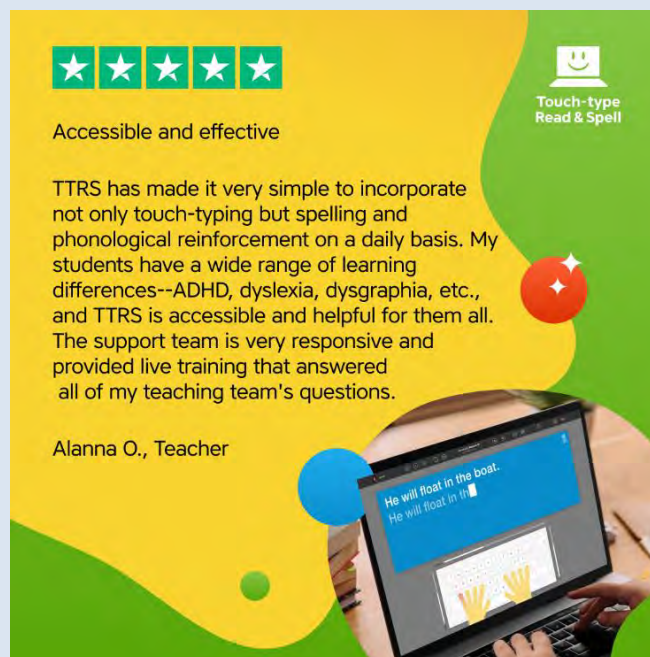
Sign up at: <https://dysleixa.life/DTFW>

What better way is there to decide if the Touch-type Read and Spell (TTRS) platform is suitable for you than a [FREE trial?](#) Now is the perfect moment to transform your learning experience and unlock the potential that lies within your fingertips.

Taking advantage of our 14-day [free trial](#) opens the door to a world of interactive lessons designed to elevate your typing and literacy skills. TTRS isn't just a platform; it's a personalised, adaptable, and supportive tool that caters to learners of all ages and skill levels.

Why not [join one of our free webinars](#) to discover more about how you can track your learner's progress on the TTRS platform?

Feel free to explore more about [TTRS here](#) or contact us with any questions you have.



A testimonial graphic for TTRS. It features a yellow and green background with a smiling face icon in the top right corner labeled 'Touch-type Read & Spell'. At the top left, there are five green stars. The text reads: 'Accessible and effective'. Below that, a quote from Alanna O., Teacher: 'TTRS has made it very simple to incorporate not only touch-typing but spelling and phonological reinforcement on a daily basis. My students have a wide range of learning differences--ADHD, dyslexia, dysgraphia, etc., and TTRS is accessible and helpful for them all. The support team is very responsive and provided live training that answered all of my teaching team's questions.' At the bottom, there is a photo of a person's hands typing on a laptop. The laptop screen shows a lesson with the text 'He will float in the boat.' and 'He will float in the' with a hand icon pointing to the second 'l'.



A promotional banner for a flash sale. It features a red and white striped banner at the top with the text 'FLASH SALE'. Below this, the text 'Nessy Fingers' is written in a red, bubbly font, with 'TOUCH TYPING' in a smaller font below it. To the right of this is a large red circle with '40% OFF' in white. Further right, the text 'Writing Beach' is written in a yellow, bubbly font. The background is white with a yellow and green striped banner at the bottom.

Grab your exclusive 40% OFF

Nessy's Touch Typing and Writing programs

[Nessy Fingers](#) and [Writing Beach](#)

Use code [TYPINGSALE](#) at checkout



A promotional banner for a flash sale. It features a green and white striped banner at the top with the text 'FLASH SALE'. Below this, the text 'Nessy reading and spelling' is written in a green, bubbly font. To the right of this is a large green circle with '30% OFF' in white. Further right, the text 'Hairy Reading' is written in a blue, bubbly font. The background is white with a green and blue striped banner at the bottom.

Grab your exclusive 30% OFF

[Nessy Reading and Spelling](#) and [Hairy Reading](#)

Use code [NESSYJAN](#) at checkout



Assistive tech for note-taking

Learn about the challenges of note-taking for kids who learn and think differently. Find out how assistive technology can help.

[Learn more](#)

5 note-taking methods

Teaching your students how to take notes can help them remember the information they take in. Here are five simple methods to try.

[Learn more](#)



Exam entries and access arrangements for 2024

The 2024 exam series is coming up. These are some important dates to keep in mind along with other information on access arrangements now available on our website.

Please note that JCQ has made some revisions to the [Access Arrangements and Reasonable Adjustments document](#) which have been highlighted in yellow.

Exam Entries and Access Arrangements June 2024 Exam series Important dates to remember for GCSE Exams	
31 January 2024	Last date to request modified papers for June 2024 <u>eg enlarged, digital etc.</u>
21 February 2024	Closing date for June 2024 entries.
21 March 2024	Last date to request all other access arrangements for June 2024.
13 May 2024	Final date to submit special consideration requests for June 2024.
19 June 2024	Date of final GCSE exam for June 2024 series.

[> Find out more](#)



Overview of evidence requirements

Access arrangements	Evidence requirements (in all cases normal way of working within the centre unless a temporary illness/injury)
Physical disability, sensory impairment	
25% extra time, extra time of more than 25%, computer reader/reader, scribe	*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).
Medical condition (e.g. ADHD, ASD, mental health conditions)	
25% extra time, extra time of more than 25%, computer reader/reader, scribe	*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).
Learning difficulties (e.g. dyscalculia, dyslexia)	
25% extra time	<p>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards using current editions of nationally standardised tests (assessor selects tests).</p> <p>At least two below average standardised scores of 84 or less, or one below average standardised score (84 or less) and one low average standardised score (85-89), † relating to two different areas of speed of working (cognitive processing/ reading/writing).</p> <p>Only Form 8 is acceptable. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes.</p>
Scribe/speech recognition technology (including the use of a word processor with the spelling and/or grammar check switched on)	<p>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards using current editions of nationally standardised tests (assessor selects tests).</p> <p>The candidate cannot produce written work through any other means due to:</p> <ul style="list-style-type: none"> • spelling in the below average range (a spelling accuracy standardised score of 84 or less) with unrecognisable spellings; or • below average writing speed (a standardised score of 84 or less). <p>Only Form 8 is acceptable. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes.</p>

<p>Extra time between 26% and 50%</p>	<p>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor within 26 months leading up to the examination(s) using current editions of nationally standardised tests (assessor selects tests).</p> <ul style="list-style-type: none"> • Speed of cognitive processing/reading/writing must be very substantially below average (two standardised scores of 69 or less which relate to two different areas of speed of working). This is a rare and exceptional arrangement. <p>Only Form 8 is acceptable. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia and diagnostic assessment reports are not acceptable for processing and inspection purposes.</p>
<p>Computer reader/reader</p>	<p>Centre based evidence from the SENCo confirming the nature of the candidate's impairment and that the use of a computer reader/reader reflects his/her normal and current way of working within the centre.</p> <p>Please see section 5.5 of the JCQ regulations.</p>
<p>Other access arrangements (Access arrangements delegated to centres)</p>	<p>There is no need to apply through AAO for: alternative rooming arrangements, amplification equipment, bilingual dictionary (without 25% extra time), Braille transcript, Brailers, Closed Circuit TV (CCTV), colour naming for colour blind candidates, coloured overlays, Communication Professional, examination on coloured/enlarged paper, examination reading pen, fidget toys and stress balls, Live Speaker for pre-recorded examinations, low vision aid/magnifier, non-electronic ear defenders/ear plugs, OCR scanner, prompter, read aloud, squared paper for visual spatial difficulties, supervised rest breaks and word processor (with the spelling and grammar check switched off).</p>

EAL

<p>Bilingual dictionary</p>	<p>A candidate with EAL might be eligible for a bilingual dictionary. The bilingual dictionary must be stored at the centre.</p>
<p>Bilingual dictionary and 25% extra time</p>	<p>*The candidate must meet the published criteria. This is a rare and exceptional arrangement.</p> <p>This arrangement is not normally available to candidates entered for:</p> <ul style="list-style-type: none"> • AQA Applied General qualifications • AQA Level 3 Certificate in Mathematical Studies • AQA Level 3 Technical qualifications • BTEC Nationals • Cambridge Technicals (Level 3) • GCE AS and A-level qualifications • OCR Level 3 Certificates • WJEC Level 3 Applied qualifications

* SENCos must refer to the JCQ publication *Access Arrangements and Reasonable Adjustments*: www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

† In very exceptional circumstances two low average standardised scores (85 to 89) relating to two different areas of speed of working may be accepted.



Make the everyday easier this year with these Windows tips and tricks

- [Cruise through your to-do list, get creative ideas, and find answers with Windows Copilot.](#)
- [Quickly find the apps and files you need using Microsoft Search.](#)
- [See multiple apps side-by-side with the Snap feature in Windows.](#)
- [Set automatic updates to keep your Windows PC up to date.](#)
- [Find tips to make your Windows PC easier to see and use.](#)
- [Access your products and services, help keep your data secure, or find a lost device using your Microsoft Account.](#)

Get free set-up and training help from a Microsoft Associate

Setting up your PC

Our product experts can guide you through the initial set-up process for any PC that runs on Windows 11.

[Book a set-up appointment >](#)

Learn about Windows 11

Our product experts can help you build skills and understand the essential features of Windows 11.

[Book a training appointment >](#)



What help is available for parents and educators from Caroline Bateman?

Here are a few links that should help:

- The [resources page on the Achieve Now website](#) has lots of free resources.
- I will post anything helpful I find or create on the [Achieve Now Facebook group](#).
- The [Achieve Now YouTube channel](#) has lots of 'how to' videos.





We are happy to announce **Dekko Home Video Courses** are set to launch on **30th January 2024**.

Dekko Home Video Courses adapt Dekko Video Courses for Schools' lessons into **digestible, short-form videos** that are **perfectly tailored for home use**. Like their school counterpart, **they teach creative ways to learn and study through fun interactive content**.

They are **well suited to a variety of learners**, particularly if they have a passion for creativity or drawing. An ideal tool for parents, guardians or tutors looking to **support young learners while boosting their confidence**.

More updates to follow but if you are **interested in an early bird offer**, email: info@dekkocomics.com

Dekko Comics will be returning to the Dyslexia Show in 2024.



Made By Dyslexia

What is the secret to harnessing the power of your [#DyslexicThinking](#) at work – rather than hiding it?

Find out in this article by our founder Kate in [Review Harvard Business](#).

And as we start 2024 remember one crucial fact: As a dyslexic thinker, you have huge value in the workplace. Improving your understanding of and playing to your strengths will help you flourish at work.

Read Kate's tips and strategies for working with dyslexia below: <https://hbr.org/.../tips-and-strategies-for-working-with...>

And learn how to Empower Dyslexic Thinking at Work with our new, free, training on [LinkedIn Learning](#) here: <http://www.linkedin.com/.../empowering-dyslexic-thinking...>



AVAILABLE TO BORROW FROM WILTSHIRE LIBRARIES
 . . . just some of the books the WDA provided last year following generous donations.

[Parenting a dyslexic child](#) - Gillian Ashby

[Dyslexia friendly schools : good practice guide](#) - BDA

[The illustrated guide to dyslexia and its amazing people](#) - Kathy I Forsyth & Kate Power

[Xtraordinary people : made by dyslexia](#) - Kate Griggs

[Dyslexia and success ; the winning formulas](#) - Karen Cousins

[How dyslexics learn : grasping the nettle](#) - Kate Saunders, Annie White

[Taking the hell out of homework : tips and techniques for parents and home educators](#)
 - Neil MacKay

[200 tricky spellings in cartoons : visual mnemonics for everyone](#) - Lidia Stanton

[How to boost reading and writing through play : fun literacy-based activities for children](#)
 - Georgina Durrant

[Maths learning difficulties, dyslexia and dyscalculia](#) - Steve Chinn

[Times tables tricks : for visual and hands on learners](#) - Lidia Stanton

[GCSE maths for neurodivergent learners](#) - Judy Hornigold and Rose Jewell

[Can I tell you about dyscalculia? : a guide for friends, family and professionals](#)
 - Judy Hornigold

[The bigger picture book of amazing dyslexics and the jobs they do](#)
 - Kathy I Forsyth & Kate Power

[Dyslexia : wrestling with an octopus](#) - 10 tips to Help Your Child - Beth Beamish

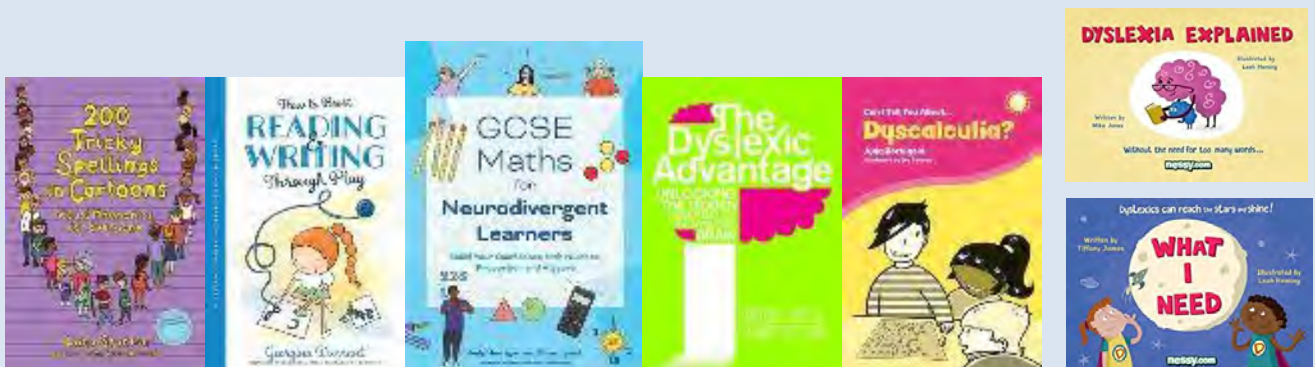
[This is dyslexia : the definitive guide to the untapped power of dyslexic thinking and its vital role in our future](#) - Kate Griggs

[Neurodiversity at work : drive innovation, performance and productivity with a neurodiverse workforce](#) - Amanda Kirby & Theo Smith

[The dyslexic advantage : unlocking the hidden potential of the dyslexic brain](#)
 - Brock & Fernette Eide

[Dyslexia is my superpower \(most of the time\)](#) - Margaret Rooke

[Dyslexia Explained](#) and [What I Need](#) are available to download for free.





Understanding The Benefits of Strand Focused Numeracy

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[Start Free Trial](#)

[Our Products](#)

IDL Numeracy by Strand is an innovative program which offers **strand-based learning and seamless pupil testing**. The program is linked to the national curriculum while focusing on **11 different strands from levels 1-5** with multiple learning objectives for your students to achieve.

What are the key benefits of strand-based learning?

Conceptual understanding:

- **Deeper connections:** Strands allow for exploring how different areas of numeracy relate and build upon each other, fostering a deeper understanding.
- **Real-world relevance:** Strands can be designed to connect numeracy to real-life contexts and applications, making it more meaningful and engaging for students.
- **Flexible thinking:** Strands encourage students to think flexibly and apply their knowledge across different contexts, developing problem-solving skills.

Learning experience:

- **Motivation and engagement:** Strands can provide variety and a sense of progression within numeracy, making learning more enjoyable and motivating.
- **Differentiation:** Strands allow for tailored learning experiences, catering to different student needs and interests by focusing on specific strengths and gaps.
- **Active learning:** Strands encourage active learning through investigation, and problem-solving activities that promote higher-order thinking skills.

Assessment and progress monitoring:

- **Holistic assessment:** Strands allow for assessing students' understanding across different areas of numeracy, providing a more holistic picture of their progress.
- **Targeted feedback:** By focusing on specific strands, teachers can provide more targeted and meaningful feedback to students, helping them identify areas for improvement.
- **Benchmarking and comparison:** Strands can be used to benchmark student progress against national standards and compare performance across different schools and regions.

If you would like to book in a training demo with me, send me an email to matthew.szczesniak@idlsgroup.com and book a 30-minute online session today.

DYSLEXIA STORIES

My primary school teacher was the first to notice that I was having difficulties with reading and spelling. She informed my family about her concerns, and that was when the challenges I faced were initially recognised. My family, particularly my mum, took the initiative to seek help and support for me, which eventually led to the formal diagnosis of dyslexia around the age of 11 or 12.



This diagnosis was a significant turning point in my educational journey and played a crucial role in shaping the support and accommodations I received in school and throughout my life.

Challenges:

Academic Struggles: Dyslexia initially posed challenges in my academic life, particularly in reading, writing, and spelling. These difficulties led to anxiety, embarrassment, and low self-esteem during my school years.

I had negative experiences with teachers who didn't understand or support my dyslexia. This resulted in humiliation and frustration in the classroom.

Navigating the educational system to get the support I needed was often a challenge. The system didn't readily recognise or address dyslexia, which meant my family had to be persistent in advocating for extra help.

My Positive Aspects:

Overcoming these challenges has made me a more resilient person. I learned to face adversity and persist in the face of difficulty, which has been a valuable life skill. Dyslexia encouraged me to develop alternative learning methods.

I found creative ways to understand and retain information, which improved my problem-solving skills and creativity. Experiencing the challenges of dyslexia has given me a deep sense of empathy for others facing learning differences or obstacles. It has made me more compassionate and understanding.

While dyslexia may have hindered me in traditional academic settings, it led me to find success in a non-traditional career in sales. It taught me to leverage my strengths and find a path that suits my unique way of thinking.

My dyslexia diagnosis has turned me into an advocate for myself and others with learning differences. I've learned to speak up for accommodations and support, helping me in various aspects of life. Dyslexia brought about substantial challenges in my education and early life, but it also instilled valuable qualities such as resilience, creativity, empathy, and advocacy skills. These positive aspects have played a vital role in shaping who I am today and have contributed to my success in various aspects of my life, including my Sales career.

Achievements:

One of my most significant achievements was successfully completing a leadership and management diploma course, which was a challenging and rewarding experience. When I was working in my career, I had the opportunity to take a leadership and management diploma course, a significant step in my professional development.

This was a daunting prospect for me because it involved a substantial amount of reading, writing, and coursework, areas that had been traditionally challenging for me due to my dyslexia.

However, I decided to take on the challenge, partly because I wanted to prove to myself that dyslexia wouldn't limit my ability to excel in a more traditional academic setting. Throughout the course, I encountered significant obstacles, particularly in dealing with the volume of reading and written assignments. It was both physically and mentally taxing.

However, I persevered, developed creative strategies for tackling coursework, and sought support where necessary. I leaned on skills and coping mechanisms that I had developed over the years to help me navigate this academic endeavour. In the end, I successfully completed the diploma course and achieved my certification in leadership and management.

This accomplishment was a testament to my determination and ability to adapt to my learning differences. This achievement not only boosted my confidence but also demonstrated that individuals with dyslexia can excel in a traditional educational setting when they are determined and equipped with the right support and strategies.

It was a significant milestone in my personal and professional growth, and it further reinforced my belief in the importance of self-advocacy and resilience in the face of challenges. This accomplishment serves as a reminder that dyslexia does not define one's capabilities, and it is possible to overcome obstacles and achieve success with the right mindset and support.

My advice for someone who has recently been diagnosed with dyslexia:

Based on my own experiences: Accept that dyslexia is a part of who you are, and it doesn't define your worth or abilities. Self-awareness is key to understanding your strengths and challenges. Reach out to your family, teachers, and school counsellors to discuss your diagnosis.

Share your experiences and challenges to ensure you get the support you need. Don't be afraid to ask for help; there are resources available.

Dyslexia often comes with unique strengths such as creativity, problem-solving, and resilience. Embrace these strengths and use them to your advantage, just like I did, and still do to this day!

Surround yourself with people who understand and support you. Connect with others who have dyslexia to share experiences and tips. This can be incredibly reassuring. Above all, believe in your abilities and potential. Dyslexia doesn't limit your success; it's just one aspect of who you are. You have unique talents and can achieve your goals with the right support and mindset.

What one thing would you like the world to know about dyslexia?

Dyslexia is not a barrier to success but a different way of thinking and processing information. With the right tools, strategies, and support, you can achieve your dreams and overcome any challenges that come your way.

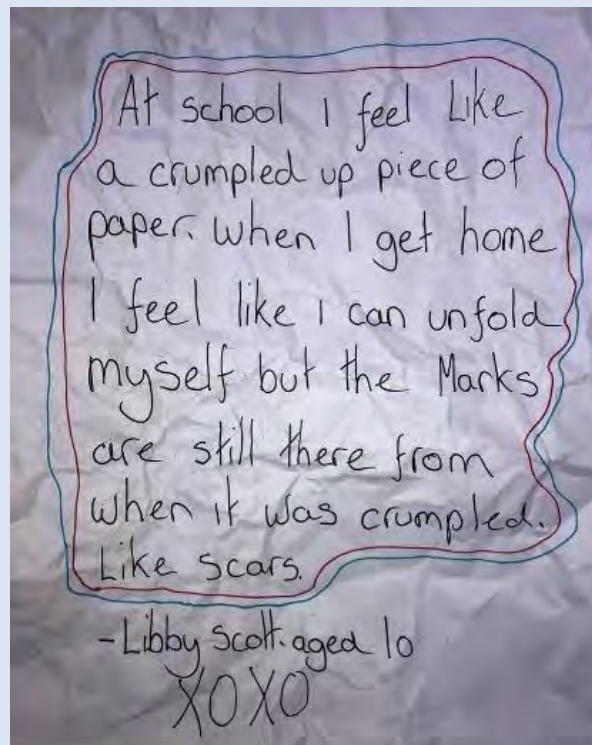


The hidden 20 percent – Podcast

BDA Ambassador Adelle Tracy candidly shares the challenges and strengths that come with Dyscalculia and Dyslexia.

[Listen here](#)

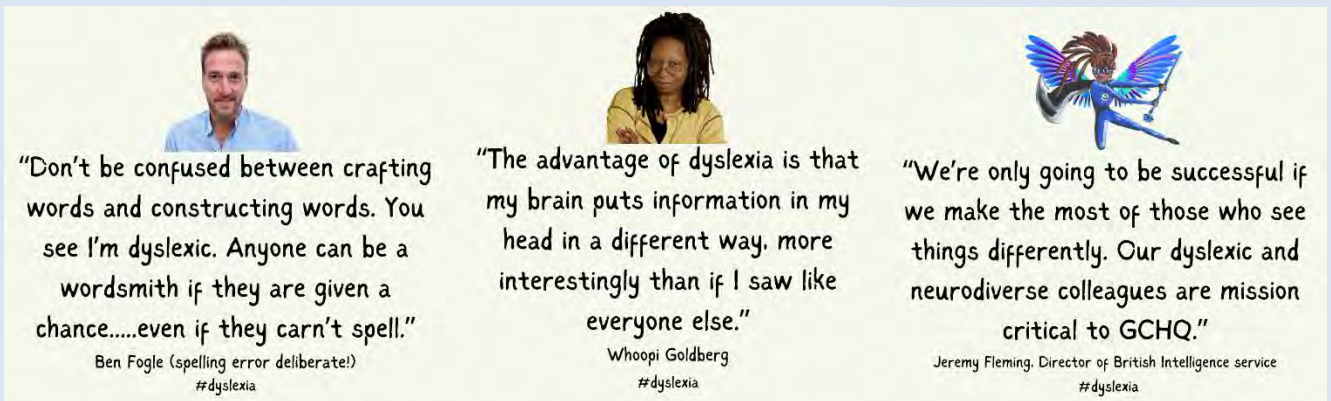
- ▶ [Richard Branson "I think dyslexics are good at surrounding themselves with good people" - YouTube](#)



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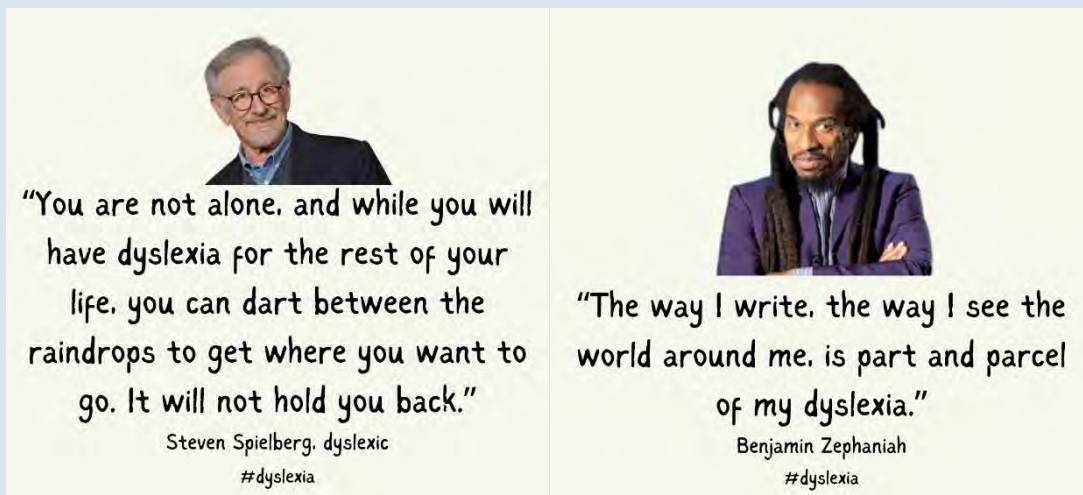
These **quotes are taken from Louise’s latest newsletter** . . . she writes:

It’s nonsensical that even today, where there is so much technology to support spelling and drafting, many dyslexic learners are disillusioned by the time they leave primary school, because of the relentless focus on spelling when teachers mark their written work.

I’m not sure if everyone is cut out to be a wordsmith like Ben Fogle, who has dyslexia, but I know for sure that many dyslexics are.

Our world is changing and now, more than ever, those who see things differently are central to it. And in this world, spelling difficulties are irrelevant.

Even in primary school, neurodivergent children have often come to believe that they will never amount to much, and learning will always be hard.



I love this quote from Steven Spielberg, who has dyslexia. Life with dyslexia can be hard graft, especially at school. HOWEVER, Spielberg reminds us that dyslexia stops you neither from succeeding, nor from the freedom to make your own choices.

The recent passing of Benjamin Zephaniah, who had dyslexia, gives us the opportunity to see beyond the difficulties and celebrate the potential greatness in each individual with dyslexia. Dyslexia can help individuals to see, think and write differently. For Benjamin Zephaniah dyslexia was part and parcel of his talent. We have said goodbye to a truly inspirational man. May he rest in peace.

"Navigating the World of Words: A Dyslexic Entrepreneur's Journey"



[Darren Clark](#)

Dyslexia Influencer / Award Winning Entrepreneur / Global Marketing & Sales Expert / Seasoned Business Consultant & CEO / Founder Of Suite Social Media

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December 29, 2023

Have you ever sat in front of your computer and tried to write an email and couldn't put the words together no matter how hard you tried; you may have just put this down to being tired or being overloaded with work. Well, this is a daily struggle for me and many others who struggle with dyslexia.

Now I know all too well that every time I write an email or something on social media I need to get it checked for spelling and grammar mistakes, and even after this blog is finished it won't look like it currently does as it would have been checked and slightly altered. But I can only speak from my own experiences of this as I know there are many forms of dyslexia, and what may be easy for one is a struggle for another person.

For me, dyslexia has always been something that has been with me but it was only at the age of 38 that I was diagnosed with it. My immediate thought was playing the blame game, and thinking that I should have been diagnosed sooner, and maybe the struggles that I had would have been somewhat halved. However, strangely I'm quite pleased that this has only just come to light as it has shaped the person I am today. I guess I could be described as a fighter or as I like to call it, a try -er' as I seem to give most things a go.

I can remember when my struggles with reading and writing became a real problem at secondary school, that moment when you are sitting in class and the teacher is asking each student to come to the front of the class to write on the whiteboard. Now this may seem like quite an easy task however, to me it was like walking to the electric chair without my final meal, my palms sweating and my tongue swelling to a point where I couldn't even speak as the teacher called my name and I started the walk to the front of the class. A thousand thoughts would go through my mind on how I could escape this but I never had a chance, so instead I would just stand there with a marker while the teacher would say over and over again what I needed to write whilst the whole class sniggered.

I'm not going to turn this into my whole school horror story as I am sure we all have them! But yes at the time it was tough, but it was only tough because I didn't understand why I was different and why I JUST DIDN'T GET IT..... !! Why no matter how hard I tried to concentrate I would still draw a blank, and come home each day from school exhausted. You can imagine then, that I left school with no qualifications and very little idea of what I wanted to do work-wise. However, I soon realised that I could get by with lots of grafting and a little bit of charm. This of course worked as I was able to get myself into senior roles and build many successful companies from scratch.

So the questions I ask myself are the following:

- Has my dyslexia got me to where I am today?
- Has my dyslexia been the catalyst to bringing out my entrepreneurship spirit?
- Would things be different if I had known that some of my struggles were due to dyslexia?

Of course, these are just a few questions I ask myself, and to be honest I don't think I will ever know the answers, and do you what I'm happy with that! So coming back to why I wrote this blog, I guess it's to say it's ok not to have all the skills, but applying what you do have and pursuing yourself will allow you to achieve so much.

Oh and just one more thing, surround yourself with amazing people like I have, who do have the skills to assist you.

And finally . . .



Some Favourite Oxymorons

assistant supervisor
new tradition
original copy
uninvited guest
highly depressed
live recording
authentic reproduction
partial cease-fire
limited lifetime guarantee
elevated subway
dry lake
true replica
standard options



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[British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)

[Wiltshire Council Dyslexia Leaflet 2023.pdf](#)

[BDA Guide for Parents](#)

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