

Welcome to the latest edition of our WDA newsletters.

NEWS and ARTICLES



Another successful Dyslexia Show, with grateful thanks to Arran Smith!

Pictured right with Arran, are Rachel Williams and Alison Szalay - Specialist Advisory Teachers in Wiltshire, who gave presentations about our successful Wiltshire Dyslexia Friendly Schools project.

They talked about what dyslexia-friendly schools look like and why they are important - why developing dyslexia-friendly provision is important, and the impact a dyslexia-friendly school can have. Also, what developing a dyslexia-friendly school involves.

We know that dyslexia-friendly provision is important: most young people with dyslexia will attend a mainstream school and most classes will include at least one pupil who is dyslexic.

Of the 28 schools across the United Kingdom who currently hold this award, 13 are in Wiltshire. During the verification visits, the British Dyslexia Association highlighted the great practice and positive ethos in each school – listed at [Dyslexia Friendly Quality Mark Holders](#)

A further 15 schools have recently completed a four-day dyslexia course, run by Wiltshire Council Specialist SEN Service (SSENS). The schools will now work towards achieving the Dyslexia Friendly Quality Mark by Summer 2025.

[More information about Dyslexia friendly schools](#)

[Wiltshire Dyslexia booklet \(PDF\)](#)

See also page 29 regarding updated dyslexia resources provided by SSENS.



Thank you BDA!

A huge thank you to the team at the BDA for the amazing work they do in providing resources and support for anyone seeking information about dyslexia.

Pictured right at the Dyslexia Show, they have an ongoing programme of free webinars available.

Please see pages 14, 15 and 16 for details.



The All Party Political Group (APPG) met to discuss Intersections of Dyslexia: Ethnicity and Cultural Perspectives.

[Read more](#)

NEW Member Online Support Groups

An invitation from the BDA for our members to join these upcoming groups:

These are confidential and supportive groups, held on Zoom video call for people to join via mobiles or computers. Email membership@bdadyslexia.org.uk to ask us any questions about the events.

Adult Members Get-Together

Thurs 25th April, 6:00 - 7:00 pm

Discussion topic:

Feeling organised not overwhelmed

Join us to connect with other adults with dyslexia and discuss the themes of organisation and mental overload.

[Register here](#)

Family Members Get-Together

Thurs 2nd May, 6:00 - 7:00 pm

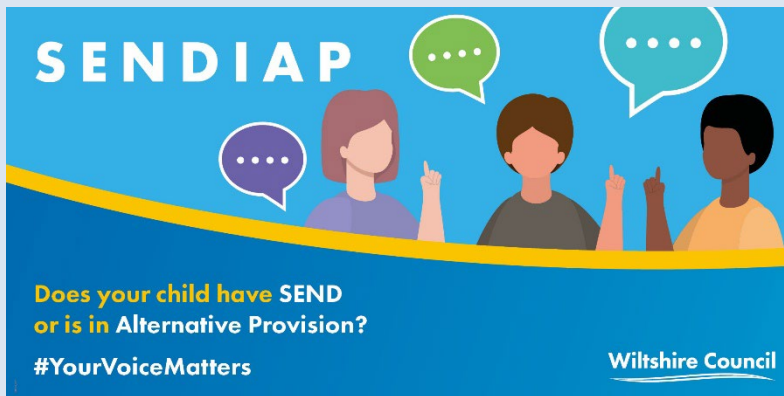
Discussion topic:

Young people's self-esteem and confidence.

Join us to connect with other families of children with dyslexia and discuss the self-esteem and confidence of your children and young people.

[Register here](#)





Help to shape Special Educational Needs and Disabilities (SEND) provision in Wiltshire

If you have a child with special educational needs and or disabilities (SEND) or if they access alternative provision outside of mainstream schooling, we're inviting you to join online discussion groups as the next stage of helping to shape provision in Wiltshire.

These discussion groups, which are taking place next month, will form part of the SEND Inclusion and Alternative Provision Strategy (SENDIAP), with topics including preparing for the move from school to being an adult, support and advice and the voice of the child and their family.

[Join the discussion: SEND parent carers invited to online chats to shape future provision - Wiltshire Council](#)

Neurodiverse Friendly Cinema Screening - Marlborough

Parade Cinema in Marlborough are holding a Relaxed/Neurodiverse friendly screening of the new release **Kung Fu Panda 4** at the cinema on **9 April at 11.15am**.

Details of the film and booking information are here – [Kung Fu Panda 4 Relaxed / Neurodiverse \(theparadecinema.com\)](https://www.theparadecinema.com)

And the information on our relaxed screenings are here – [Accessibility & Neurodiverse Screenings \(theparadecinema.com\)](https://www.theparadecinema.com)



Hidden disabilities – help with shopping in Tesco stores



Find out how we're helping our neurodiverse customers, from our products to our stores



University Bursaries

Wiltshire Community Foundation offers bursaries of £1,600 a year to young people who need support with the costs of studying their first undergraduate degree at university.

Bursaries can be used towards:

- general living expenses
- course costs
- travel costs (excluding studying abroad)
- books and equipment

You can apply for a bursary if:

- you, your parents or guardians receive two means-tested benefits or two elements of Universal Credit
- you are between 17 and 24 years old
- you have lived in Wiltshire or Swindon for at least two years
- you are eligible for funding through Student Finance England
- you are planning to study (or already studying) for your first undergraduate degree at a UK university/institution or
- are in the care of Wiltshire Council or Swindon Borough Council (Looked After Child - LAC)

This programme is now open for applications and closes on 5 April. You can apply [here](#).

Vocational Support Grants

Wiltshire Community Foundation offers grants of up to £1,000 for young people who need support with the costs of vocational training for courses at school, college or sixth form or for training through an apprenticeship.

Grants can be used towards:

- educational resources or equipment IT equipment
- course related study/field trips
- travel costs in some circumstances

You can apply for a grant if:

- you, your parents or guardians receive one means-tested benefit or you are in the care of the local authority
- you are 24 or under at the time of application
- you have lived in Wiltshire or Swindon for at least two years
- will be studying at school, college, sixth form or doing an apprenticeship

Applications for this programme open in the spring but you can register your interest [here](#).

Announcement from Matt Hancock – Bill to be introduced on 23rd April:

“I’ve been blown away by the support for my Bill over the past 2-years, where I’ve been campaigning for the universal screening of dyslexia in primary schools. As well as gaining cross-party support, from the likes of Iain Duncan Smith and John McDonnell, the Bill has also received a huge amount of encouragement from business and other neurodivergent people.



A few weeks ago, I was delighted to attend the Dyslexia Show, at the NEC in Birmingham, with my new charitable organisation the Accessible Learning Foundation (ALF) . I was struck by the number of people who agreed with me that screening and early identification of dyslexia - and other neurodivergent conditions - is the key to ensuring people get the support they not only desperately need but deserve.

Having spoken with a number of brilliant stakeholders, including at the Dyslexia Show, I’ve decided to EXPAND my upcoming Bill from the Dyslexia Screening Bill to the Neurodivergent Conditions Screening Bill.

I have a deep appreciation and understanding of the challenges that dyslexics face, having only been identified after I left school. I want to ensure that no child leaves school not knowing if they have a neurodivergent condition. Doing this will ensure no matter who you are, you receive the help and support you need.

If you’re neurodivergent, know someone who is, work in this space, or just agree with my Bill and ongoing campaign, then please do share this post, follow ALF on social media and help drum up support to ensure no child is left behind.

Every single bit of support – no matter how small – will help drive this forward and in time change lives. Thank you.”

Video at: [Post](#) | [Feed](#) | [LinkedIn](#)



The following news item is an extract from Helen Arkell’s latest e-newsletter.

You can download it as a PDF [here](#).

Dyslexia assessments availability

Online and face-to-face assessments for children and adults

For the first time since Covid, we can now offer most dyslexia assessments without a wait. As soon as the paperwork is done, we can book an assessment, whether it's online or face-to-face. We have assessors in multiple locations so it couldn't be easier to get a dyslexia assessment right now.

Funding is available for dyslexia assessments for low-income families.

[Find out more](#)



4 1983
2023 years of
support and influence.

[Explore the signposting directory](#)

We were pleased to launch a new online resource - a [signposting directory](#) - to complement our extensive collection of free SEND legal guides and template letters available on our website.

We understand that finding the right advice organisations can be overwhelming, which is why our signposting directory aims to simplify this journey by offering a user-friendly list covering a wide range of topics. Whether you're looking for guidance on special educational needs, details of how to get in touch with professionals such as educational psychologists or speech and language therapists, or advice on another topic, the directory is a useful tool for families to access support.

The law is the law - even when there are staff shortages

We regularly hear that EHC needs assessments are taking too long to complete, meaning children and young people are waiting far longer for the support they need than the law says they should.

The reason often given is that there aren't enough educational psychologists or other professionals, resulting in long waiting lists. In our latest blog, Kate from our Legal Team explains why resource pressures are not an excuse for local authorities to fail to meet their legal obligations.

[**Read the blog >>**](#)

Can you help us fill our office with colourful artwork?

We're marking the end of our 40th anniversary year with a colouring competition for the children and young people we support, and their family members.

Show your creativity and have fun by creating a colourful number 40! Entries are open to anyone aged 25 and under.

Dust off those crayons or grab your paints - we can't wait to see what you come up with.

[**Find out how to enter >>**](#)

Upcoming SEND law training

We are running several training sessions for parents, carers and professionals over the next few months - all delivered virtually via Zoom.

For parents and carers

[SEND law and young people \(post-16\): 25 April](#)

[EHC plan masterclass - existing plans: 4 June](#)

[Introduction to SEND law: 5 June](#)

For professionals

[SEND and the Equality Act - behaviour, exclusions and disability discrimination: 11 March](#)

[Level 2 SEND law: 17 April](#)

[Level 3 SEND law: 1 May](#)

Can't make these dates?

[**Find out what else we've got coming up >>**](#)

[Dyslexic Student Champions Math Exam Fairness: A Story of Triumph ... \(bnnbreaking.com\)](#)

Philippa McIntosh's groundbreaking research reveals literacy challenges faced by dyslexic students in math exams, leading to a call for reform and improved accessibility. Her work highlights the importance of inclusive education and equal opportunity.

[Muhammad Jawad](#)

12 Feb 2024



A Battle Against Time

Philippa McIntosh, a courageous dyslexic student from Bandon Grammar School, has taken a stand against the literacy challenges that dyslexic students face in Junior Cycle maths exams. Her diligent research, recognized with a runner-up award, unveiled a startling truth: dyslexic students spend twice as long grappling with the linguistic intricacies of the exam questions.

Project Maths: A Double-Edged Sword

Introduced in 2010, Project Maths aimed to bolster real-world maths applications understanding. However, the unforeseen consequence of increased wordiness in exam papers has left many students, particularly those with dyslexia, struggling to keep pace. The literacy hurdles have transformed a subject that should be a numbers game into a daunting linguistic labyrinth.

A Clarion Call for Reform

Philippa's commendable investigation illuminates the urgent need for reform in exam preparation to ensure broader accessibility for dyslexic students. She advocates for improvements in readability and more time for dyslexic students during maths exams.

The State Examinations Commission offers reasonable accommodations and asserts that the language used is fitting. They emphasize that an extensive range of supports is provided. Nevertheless, Philippa's findings underscore the necessity for a more profound examination of the issue, as the current measures may not be enough to level the playing field for dyslexic students.

As we navigate the evolving educational landscape, it's crucial to recognize and address the unique challenges faced by dyslexic students. Philippa's groundbreaking research serves as a poignant reminder that the pursuit of knowledge should be an inclusive journey, accessible to all, regardless of learning differences.

In the quest for a more inclusive education system, Philippa McIntosh's research sheds light on the necessity for reform in addressing the readability issues faced by dyslexic students in math exams. Her findings underscore the importance of ensuring equal opportunity and accessibility in education, particularly in subjects like math that heavily rely on complex language.

[BeyondNumbers-BTYSTE2024-PhilippaMcIntosh.pdf \(dyslexia.ie\)](#)



March newsletter link: <https://joom.ag/XwAd>

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

Check out all the other free resources at DyslexicAdvantage.org



The spring edition includes articles on the use of digital technology to help bridge the accessibility gap for those with visual impairments and, one school shares how they have developed the use of podcasts to help build and develop communication skills.

[nasen Connect magazine Spring 2024 | Nasen](#)



Prof. Amanda Kirby

Understanding how our brains change throughout life especially in adolescence and continuing to do so in 40-50s.... is important for embracing what neurodiversity is all about.



The way we think, process, communicate and act may mean this can change for anyone of us and present new challenges in being heard, seen, and participating fully at different times of our lives.

Interestingly, in middle age our "reaction time starts deteriorating around the same time. Through the white matter connections, brain areas talk to each other, and form interconnected networks that can perform cognitive and sensory functions, including memory or vision. While the sensory networks deteriorate gradually throughout adulthood, the cognitive networks start deteriorating faster during middle age, especially those involved in memory."

Challenges and new barriers can arise unless we design society for neuro inclusion!

. . . and more from Prof Amanda Kirby

5 Quick tips to enhance communication in Neurodiverse teams

In every neurodiverse team, communication differences often present the most significant challenges—and opportunities for empathy and greater mutual understanding.

Here's how we can foster a more inclusive and effective dialogue:

- o **Check for understanding** - Regularly confirm that messages are received as intended. Simple check-ins can prevent misunderstandings.
- o **Avoid jargon** - Keep language clear and accessible. This ensures everyone is on the same page, regardless of their background.
- o **Match the pace** - Adjust your speaking speed to align with your listener. This respectful adjustment can make all the difference.
- o **Be open to reframing** - Sometimes, a shift in perspective or wording can clarify a complex idea. Stay flexible in your communication.
- o **Break tasks into parts** - For clarity and manageability, deconstruct larger tasks into smaller, digestible pieces. Don't ask questions orally with multiple parts as well.

Neurodiversity and work tips Making communication more effective



1

- Make your email header reflect the content.
- Bullet information
- Keep it brief
- Use highlighters

2

- Send an email as well as saying what you want
- Be specific
- Avoid impromptu meetings where possible

3

- Judge the person on productivity and not presenteeism
- Cameras off don't mean disinterest
- Fidgeting or doodling doesn't mean not focusing

4

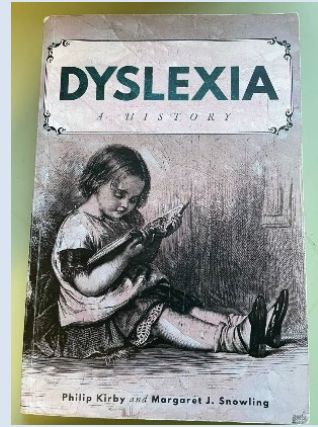
- Help with planning and breaking tasks into parts
- Time estimation may sometimes be challenging

5

- Short reviews and set reminders can help keep on track
- Recognise there may be another way of doing a task you haven't considered

6

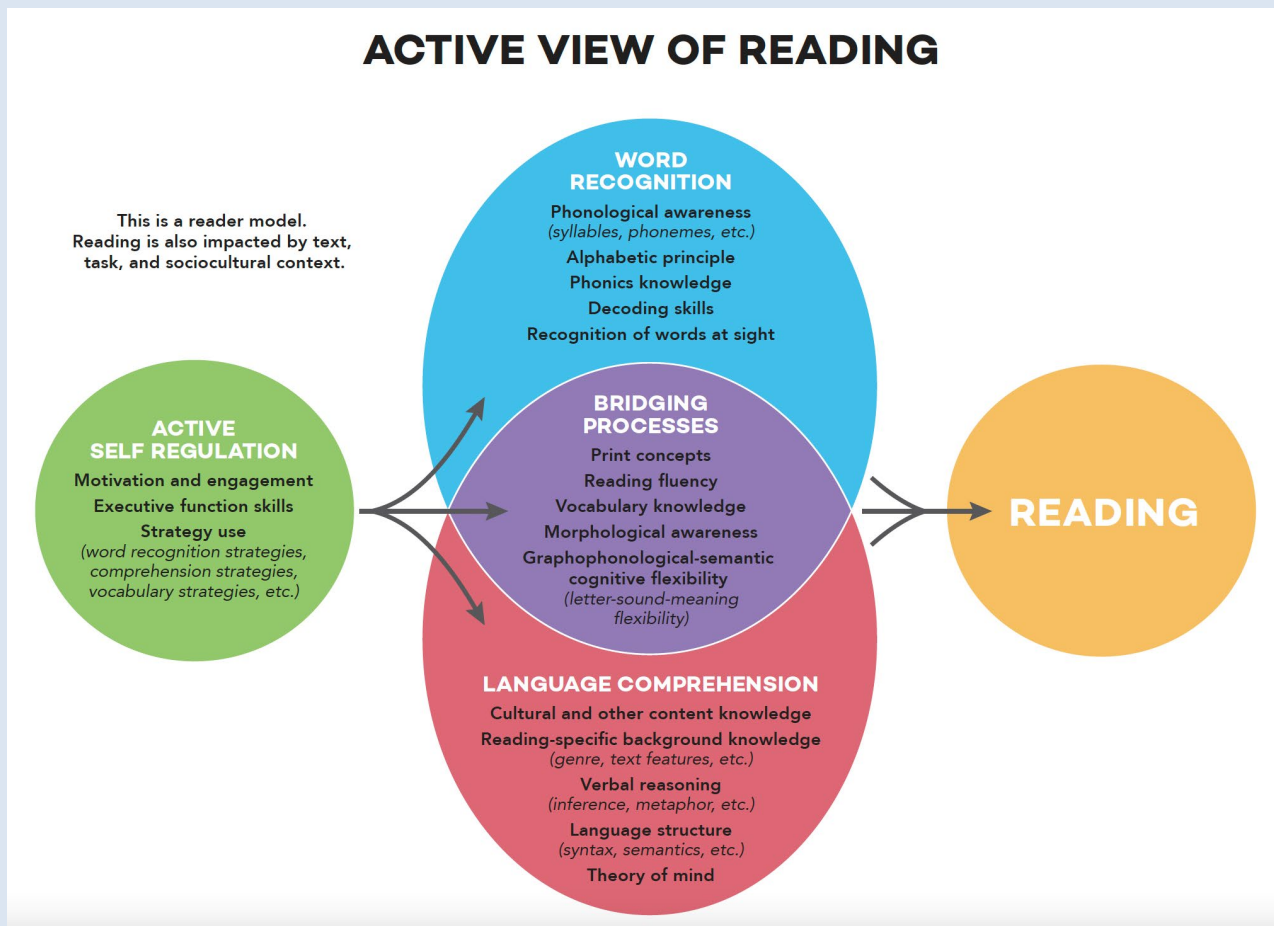
- Don't joke about someone's challenges- this hurts!
- Be explicit about the reason for a meeting (to reduce anxiety and aid planning)



Dyslexia, a History - by Philip Kirby and Margaret Snowling

What have I been reading and why does it matter?

This has been an intense, but transformational read for me. Tracing back to the first mention of "word blindness" in Germany in 1877 has shown me why dyslexia has been so controversial over the years, and why it is still often so misrepresented. It's also shown me the vital role of women and parents in what has been a remarkable struggle to gain recognition of dyslexia. I'll be referring to the book and how it relates to current practice in future publications and blogs so watch this space! I totally recommend persevering with this one!



This is a new evidence based model of reading from Duke and Cartright, which seeks to explain the multiple skills involved in reading. I like the focus on vocabulary, fluency, strategy use, and executive function. It is, in my opinion, a great model to empower and enable teachers in their role in supporting reading in class and across the curriculum. Here is a [link to the paper](#)

Source: Reprinted from "The science of reading progresses: Communicating advances beyond the Simple View of Reading," by N. K. Duke and K. B. Cartwright, 2021, Reading Research Quarterly, 56(S1), S25-S44. Copyright 2021 Authors. Reprinted with permission. Several wordings in this model are adapted from Scarborough (2001).

Introductions to three recent newsletters
– please click on titles for links to full articles

[5 Stealth Signs You're Experiencing Dyslexic Burnout at Work | LinkedIn](#)

We know that working with dyslexia takes a lot of effort and mental resilience. And we know that neurodivergent workers are far more at risk of experiencing stress and anxiety. But how well do we *really* know dyslexic burnout, and the symptoms we need to be on the lookout for?

It's actually pretty difficult: you're often the last person to realise that you're burned out, and this can go doubly so for dyslexic people who might already experience the workplace as a site of stress. How do you differentiate between the everyday level of drained that you feel when walking into the office, and a new, cumulative overload that's coming between you and your work? (Hint: they're related).

This week, we're focusing on spotting the signs of dyslexic burnout, and how sneakily it hides itself in your day-to-day.

[Challenging workplace stereotypes for Neurodiversity Celebration Week! | LinkedIn](#)

Although we think businesses should be celebrating neurodivergent talent every week, we're still excited to see everybody appreciating how incredible neurodivergent minds are -

...but amidst all the festivities, it's important to remember weeks like this exist.

Historically, dyslexic and neurodivergent people have been treated unfairly and gated from participating in the world of work. And unfortunately, some of those negative stereotypes still persist, even though we're entering a far more inclusive and accessible era.

That's why this Neurodiversity Celebration Week, as well as celebrating dyslexia, we're asking businesses to help us bust the top 5 stereotypes that are still impacting working dyslexic people too.

Attention, employers: how many of these do you still need to break? 🙌

[You've got dyslexia, you've been made redundant. Let's talk support. | LinkedIn](#)

Businesses are having to be a bit more careful at the moment: growth is harder to come by, and this means it's become distressingly common to open up social media to find a co-worker or a friend being laid off. Everybody knows somebody - and unfortunately, sometimes that somebody is you.

Being made redundant is a difficult emotional landscape, and when you're dyslexic it might feel even more overwhelming. You can start questioning your skills or self-worth, feeling worried, or even just anxious about the intricacies of job-hunting with reading differences.

If you're facing redundancy, we'd like to take a moment to say we're proud of you and better days *will* be coming.

...And as ever, we've made a handy numbered checklist to help you find support and get your thoughts in order as you process things.

Gloucestershire
PATOSS

www.patoss-wix.com/patoss

Fintan O'Regan is an internationally acclaimed presenter. He is currently an associate lecturer for Leicester University, the National Association of Special Needs, the Helen Arkell Charity and the Institute of Education; he is also an ADHD, Neurodiversity and Behaviour Consultant for a number of schools and organisations in the UK. Oppositional Defiant Disorder describes when a child displays a certain pattern of behaviours that includes losing their temper frequently, defying adults, being easily annoyed and deliberately annoying others. Pathological Demand Avoidance covers a range of features, the most distinctive of these, is an overriding compulsion to control situations and avoid demands made by other people, due to exceptionally high levels of anxiety. A range of strategies will be considered in order to address successful behaviour and socialisation outcomes for children and young persons with ODD and overlapping conditions.

Fintan O'Regan

**Managing Children with Oppositional Demand Disorder and
Pathological Demand Avoidance**

OR

**“Get out of my face! It’s not my fault and you know nothing
about me!”**

TUESDAY 30TH APRIL 2024

Registration/Refreshments from 6.30pm. Talk starts @ 7pm.

**Alderman Knight School, Ashchurch Rd, Ashchurch,
Tewkesbury GL20 8JJ**

*Parking: Ample parking can be found at Alderman Knight School or Tewkesbury School;
Look out for signage indicating the venue.*

Open to PATOSS members and SpLD/SEN/Educational professionals

Payment by BACS transfer please

£5 Local Group Members; £10 National Members; £15 Non-members

To book a place contact us by email at patossglosevents@yahoo.co.uk



Our 30-minute online Thursday Thirty information and training sessions provide school SEND teams with a simple overview of some of the assistive technologies we use to support our children and young people.

Take a look at our upcoming sessions and reserve your free spots: [Online Training - CENMAC](#)

Thursday 9 May at 15.30 -16.00

Nessy Learning Overview

This session will give an overview of Nessy programs, the theory behind them, and how the programs can support both students and teachers. Nessy are best known as advocates for children with dyslexia but the Nessy programs are not only for dyslexia. Nessy is widely used for whole class, phonics, maths, typing and early reading instruction.

> [Reserve your spot](#)

Neurodiversity Celebration Week 18 - 24 March

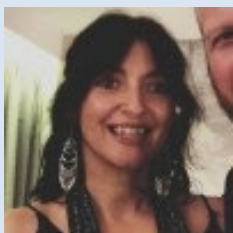
Neurodiversity Celebration Week (NCW) began in 2018 driven by the experiences of Siena Castellon, founder of NCW. She had a desire to change the way that learning differences are thought about. We have compiled some useful resources, case studies, books and blogs to help explore neurodiversity. There is also a great free programme of online events to join.

> [Access the resources](#) - includes . . .

Empowering Potential with Arran Smith

In this video Arran Smith, Dyslexia Consultant, talks about assistive technology which has been brought into mainstream use enabling teachers, students and dyslexic people of all ages to access the inbuilt assistive technology anytime anywhere.

> [View the recording](#)



[Donna Stevenson](#)

Did I do it? Yes, I did.... Just!! 🙌 🎉

[neurobox](#) asked me to record 30 Workplace Top Tips in 30 minutes.

Take a listen here 🙌 [30 in 30 tips for an Inclusive Workplace \(youtube.com\)](#)

Lovely to have something to share with our community that is FREE during [Neurodiversity Celebration Week](#) ❤️

I think my favourite Top Tip is 'Listen to folks...' What's yours? 🧑🏻

[Dyslexia and Dyscalculia Conference, South West London Tickets, Friday 13 Sep 2024 at 10:00 | Eventbrite](#)

Friday, 13 September at 10 am – 4 pm

[Katrina Cochrane](#)

Dyslexia and Dyscalculia Conference

Location: **The Exchange**

75 London Road Twickenham TW1 1BE
(just opposite Twickenham Station)

Join us at the first London Neurodiversity Conference to celebrate and embrace the unique strengths of neurodiverse individuals! Conference filled with insightful talks, great CPD and fantastic networking opportunities.

This event is a fantastic opportunity to learn about the latest research, strategies, and resources related to neurodiversity. Whether you're a professional in the field or someone interested in understanding neurodiversity better, this conference is for you. Come be a part of this inclusive and informative event!

Speakers include –

Professor Anna Barnett - Oxford Brookes University, DASH 3

Dr Susie Nyman - Farnborough 6th Form College and Julia Clouter, Head of Education

Scanning Pens - Multisensory teaching in the classroom

Rachel McClellan - Head of Dyslexia Support, Helen Arkell - Implications of the new Dyslexia Definition

Alison Szalay and Rachel Williams - Specialist Advisory teachers Wiltshire LA - Creating a Dyslexia Friendly School

Pamela and Rachel from Lancashire Dyslexia Information Guidance and Support (LDIGS) - What is dyslexia and how do we support in the classroom?

Dr Rebecca Good - Education Elephant, SWIFT test

Cat Eadle - Dyscalculia Network, practical solutions for dyscalculia in the classroom.

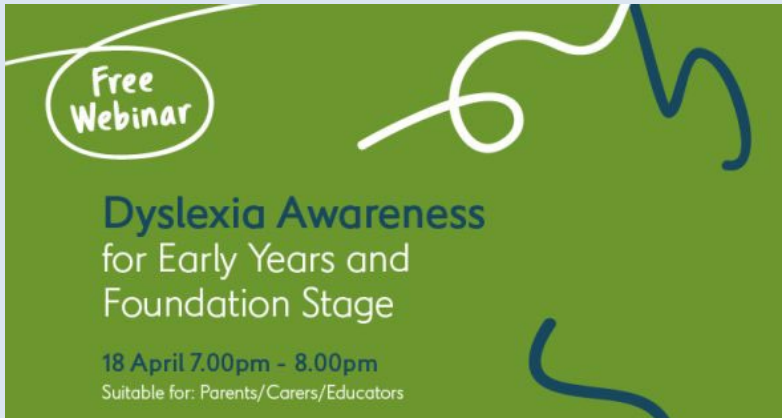
More to follow!

Do join us! To keep your costs down there is no lunch provided with the day so do bring a sandwich or find one of the plentiful places to buy lunch locally in Twickenham.

We have secured a 20% discount at the restaurant The Crane Tap next door also.

<https://www.eventbrite.co.uk/e/dyslexia-and-dyscalculia-conference-south-west-london-tickets-861665624077>





[Free Webinar - Dyslexia Awareness For Early Years Foundations Stage \(EYFS\) Summer Term 2024](#)

Thursday 18 April 2024



Dyslexia Awareness For EYFS webinar is aimed at educators and parents or carers of children in the Early Years and Foundation Stage.

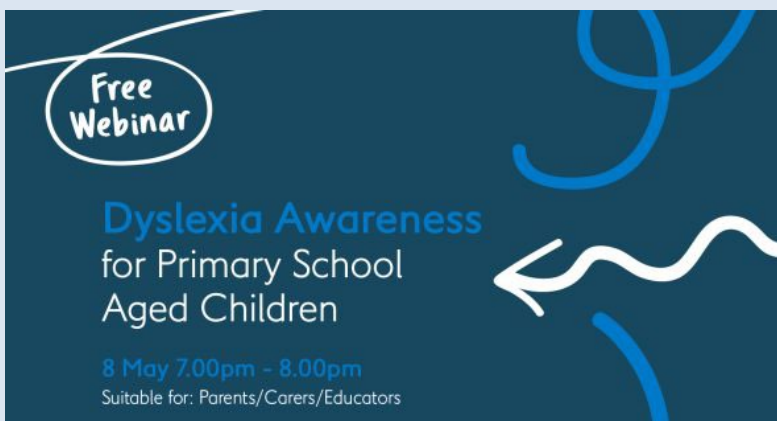


[Free Webinar - Dyslexia Awareness Helpline Q&A](#)

Tuesday 23 April 2024



This webinar is aimed at all people with dyslexia as well as family and friends of dyslexic people who may have questions about dyslexia. This hour-long session will give you the opportunity to ask our brilliant Helpline team questions and receive answers in real-time. Questions could be about supporting dyslexia in the workplace, schoolwork, organisation and timekeeping techniques, advice for spelling and reading, tech recommendations and everything in between!

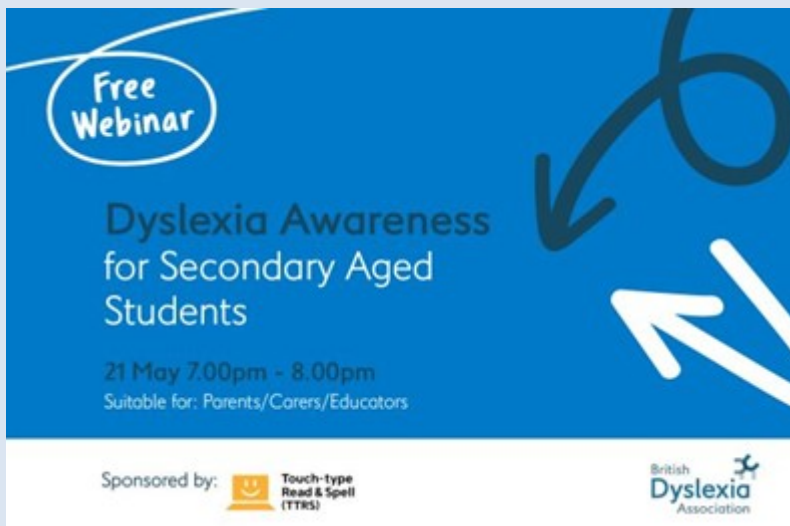


[Free Webinar - Dyslexia Awareness For Primary-Aged Children Summer Term 2024](#)

Wednesday 8 May 2024, Online




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




Free Webinar

Dyslexia Awareness
for Secondary Aged
Students

21 May 7.00pm - 8.00pm
Suitable for: Parents/Carers/Educators

Sponsored by:  Touch-type
Read & Spell
(TTRS)

 British
Dyslexia
Association

[Free Webinar - Dyslexia Awareness
For Secondary-Aged students
Summer Term 2024](#)

Tuesday 21 May 2024, Online

[Book now](#)

Dyslexia Awareness for Secondary-Aged Students webinar is aimed at educators and parents or carers of students at Secondary school.

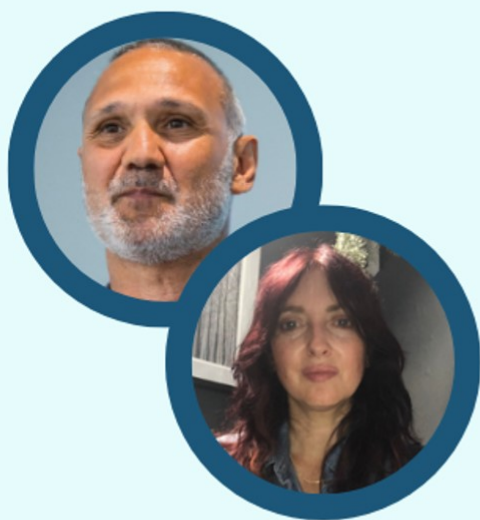
If you click on a link to register to attend, following the webinar you will be sent a link to the recording, and hopefully the presentation slides.

See [Events](#) for future webinars during 2024.

Also look for other webinar recordings on the BDA [YouTube](#) channel.

#succeed with dyslexia

Fancy a free learning opportunity with our workplace experts?




 On-Demand Webinar:

[Creating an Culture of Inclusive Neurodiversity with Donna Stevenson and Gamiel Yafai](#)

Gamiel is the award-winning founder of [Diversity Marketplace](#), and he's joining our ambassador Donna Stevenson to talk all things inclusivity, intersectionality, and support for neurodivergent needs.

[Watch on Demand!](#)

Latest BDA webinar March recordings:



Free Webinar

Revision Skills for SATS

5 March 7.00pm - 8.00pm
Suitable for: Parents/Guardians/Educators

Sponsored by:
BRUERN ABBEY SCHOOL

British Dyslexia Association

[Revision Skills for SATS \(youtube.com\)](#)

View presentation slides

[Free Webinar Dyslexia Awareness for Workplace understanding dyslexia employees \(youtube.com\)](#)

View presentation slides



Free Webinar

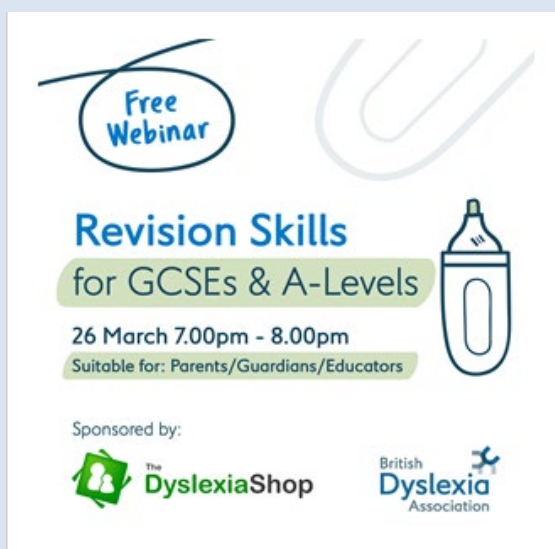
Understanding Dyslexia in the Workplace (for employees)

13 March 12.00pm - 1.00pm
Suitable for: Employees/All working age adults

British Dyslexia Association

[Free Webinar Revisions Skills for GCSEs & A Levels \(youtube.com\)](#)

View presentation slides



Free Webinar

Revision Skills for GCSEs & A-Levels

26 March 7.00pm - 8.00pm
Suitable for: Parents/Guardians/Educators

Sponsored by:
The DyslexiaShop

British Dyslexia Association

Virtual Neurodiversity Conference: Celebrating, Embracing & Empowering Our Children

The links for all the recorded sessions are below. We hope you find these helpful. If you have any queries or would like to find out more information about the other support resources available, please visit our website www.witherslackgroup.co.uk or email webinars@witherslackgroup.co.uk.

<https://www.witherslackgroup.co.uk/resources/unlocking-potential-empowering-children-through-speech-and-communication/>

<https://www.witherslackgroup.co.uk/resources/embracing-brilliance-in-primary-school-pupils/>

<https://www.witherslackgroup.co.uk/resources/radiant-beginnings-celebrating-neurodiverse-journeys-in-early-childhood/>

<https://www.witherslackgroup.co.uk/resources/unlocking-opportunities-for-a-bright-future/>



[2024 Event Recordings | Neurodiversity Celebration Week \(neurodiversityweek.com\)](http://neurodiversityweek.com)

- Event 1: An Introduction to Neurodiversity
- Event 2: Neuro-inclusive Language & Communications
- Event 3: Neurodiversity: We Don't All Fit Into One Box!
- Event 4: Neurodiversity in Higher and Further Education
- Event 5: Neurodiversity at Work Q&A: Ask the experts
- Event 6: Culture, Community and Class in Neurodiversity: Who Gets Left Behind?
- Event 7: The Benefits of Neurodiversity in the Workplace
- Event 8: Creating a Neuro-inclusive Classroom
- Event 9: Neurodiversity: Fuelling Creative Minds
- Event 10: Neurodiversity at Work Q&A: Ask the experts
- Event 11: Neurodivergent & LGBTQIA+: The 'Double Rainbow' Intersection
- Event 12: Connecting Classrooms to Careers: Neuro-inclusive Tech for Future Leaders
- Event 13: Neurodivergence isn't a Mental Health Problem
- Event 14: Understanding Neurodiversity as a Family
- Event 15: Neurodiversity at Work Q&A: Ask the experts
- Event 16: Neurodiversity for HR Professionals
- Event 17: Late Discovered Autism & Menopause
- Event 18: Empowering Yourself as a Neurodivergent Woman in the Workplace
- Event 19: Neurodiversity for Parents & Carers
- Event 20: Neurodiversity at Work Q&A: Ask the experts
- Event 22: The Experiences of Neurodivergent Women & Girls
- Event 23: Global Perspectives: Neurodiversity around the World
- Event 24: Good Practice for Neurodiversity Professionals



the parent practice

change your parenting story

Society favours children, and adults, who conform. The notion that our children may be shunned for being 'different' breaks our hearts, but there is plenty we can do to help such children develop into thriving, resilient adults.

Let's celebrate Neurodiversity Week

This week is **Neurodiversity week**, and I'd like to celebrate this with you all by offering you various free and discounted resources.

You may be a parent raising a child who is wired differently or have a child who may not be making expected progress at school, or you may have a neuro typical child, but are curious about the world of Special Educational Needs. Whatever place you're in, as a parent, teacher or a professional, if you're reading this newsletter, I guarantee there will be something here for you to pique your interest, and to help fill up that toolkit of skills.

- Access my **[free pre-recorded webinar giving you an introduction to Special Educational Needs](#)** and some tips and thoughts for you to consider for getting the right support for your child's school needs.
- Read my latest blog post on '**[Could your child have sensory processing issues](#)**'.
- Watch my **[Ted X Talk about Neurodiversity](#)** is a super power, not a problem.
- Read my book '**[My Child's Different](#)**', a human interest story about how to unlock the potential in children with dyslexia and ADHD.....
- Download my E Book on '**[Difficult or Different](#)**' & much more.

It is vital as a society we harness the strengths and talents of neurodivergent children and adults, as this helps to build confidence and self-esteem, and ensures all are given the opportunity to flourish in their day-to-day life.

So regardless of labels, neurodiversity is about recognising those who think differently. And no matter whether you are a parent, or a school, or an organisation, we all as a society can benefit from different thinkers!

I hope you enjoy some of my resources.

Yours Aye

elaine♥

Free monthly webinars from ANND

Check the NEWS section on our home page of our website for the details of each webinar.
A recording of the webinar is available on our YouTube channel each month.

[ADC Website](#)

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

[View our YouTube channel](#)

Free Online Adult Support Group



A friendly group where members can share experiences, concerns and ideas, relating to dyslexia. It is hosted by Chris, a trustee, and our volunteer Kerry. Both are dyslexic and therefore understanding of the issues faced by members.

The group meets on the first Tuesday of each month at 7pm.

[Email to join](#)



We are always happy to hear from you to offer support, advice and guidance.

Contact us:

Website - www.adc.org.uk

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



Kate Griggs - Host of the Lessons In Dyslexic Thinking podcast | Founder & CEO of Made By Dyslexia:

I am beyond excited to launch Season 2 of our new podcast – **Lessons In Dyslexic Thinking** - conversations with the world’s most inspiring dyslexics where we find out what Dyslexic Thinking is and how each of us can employ it to change the world.

To start – we have an incredible conversation with **Lonnie Ali**, wife of the world’s Greatest Dyslexic Champion and Changemaker of All Time, **Muhammad Ali**, and an incredible dyslexic and Changemaker in her own right.

Listen in to find out:

- Why Lonnie thinks of dyslexia as a gift
- Which of Muhammad's Dyslexic Thinking skills helped make him the Greatest of all time
- Why having his red bicycle stolen, aged 12, altered the course of his life forever.

Catch the full episode on Apple, Spotify or Amazon

Or watch it here

Once you’ve listened, we’d love it if you could rate and review it too. Every rating and review helps boost our position in the charts, allowing more people to discover it and learn the brilliance of Dyslexic Thinking.

Plus, there’s a whole smorgasbord of Dyslexic Thinkers to discover in Season 1 too, from Richard Branson to HRH Princess Beatrice, NFL superstar Rashan Gary and space scientist Maggie Aderin-Pocock too.

Happy listening,

media@madebydyslexia.org



The NEXT FREE Event!

April 25th @ 7.30pm!



Hi everyone,

Wow, we had over 350 sign ups this week for our webinar. We are **DELIGHTED** to announce our up and coming next **FREE** event all about how to **BEST** support low self-esteem and anxiety.

Join myself and Andrew Kitley as we delve deep into this topic, offering insightful and amazing tips and strategies for support. Simply [CLICK HERE](#) to register. This event has never been free before, so do grab your spot today.

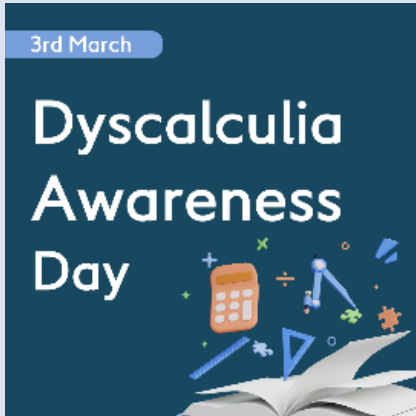
As the term comes to a close, please note that this is often the time of year when many niggles from parents come to light! So if you are still sitting on the fence about getting your child screened for dyslexia, now is the time to take action. Remember! Around 44% of parents will sit on a niggle for over a year...

I am continuing to support my son and his friends for study skills each week for their GCSEs and as thus, have decided that I am *likely* to offer this as a group slot next year. Something to think about!

Wishing you all a wonderful and restful Easter Break.

Thanks as always for your support!

Paloma Forde



Dyscalculia Awareness Day took place earlier this month. Pages and pages of brilliant resources are now available at:

[Dyscalculia Awareness Day - British Dyslexia Association –](#)

including:

- [Download our Dyscalculia Factsheet - Child](#)
- [Download our Dyscalculia Factsheet - Adults](#)

[Dyscalculia Awareness Day 2024 \(helenarkell.org.uk\)](#)

[The Dyscalculia Network - YouTube](#)



Dyscalculia Awareness Pack includes:

- A slideshow presentation for classroom lessons or school assemblies
- Dyscalculia screeners to identify students who may benefit from additional support
- A subitising game to reinforce number sense skills
- A Celebrating Neurodiversity craft activity for social-emotional learning initiative

[Dyscalculia Awareness Pack](#)

[Dyscalculia Awareness - PowerPoint](#)

Did you know that we have 2 support groups on Facebook? Join us here:

[Dyslexia & Dyscalculia Support for Parents & Adults](#)

[Dyslexia & Dyscalculia Support for Educators](#)

[Dyscalculia: ‘Numbers look like a foreign language to me’ - BBC News](#)

Millions of people across the UK could have dyscalculia without even knowing what it is. The learning difficulty affects a person’s ability to understand numbers, tell the time and follow directions. The Dyscalculia Network estimates more than three million people could have the specific maths difficulty and they say it is often undiagnosed.



BBC Young Reporter Rose explores why so few people have been officially diagnosed with dyscalculia - and how difficult it is to navigate adult life when numbers look like “a foreign language”.



LOUISE SELBY
DYSLEXIA SPECIALIST

FREE RESOURCE!

X

times multiply
lots of groups of
square product
double power of
area

+

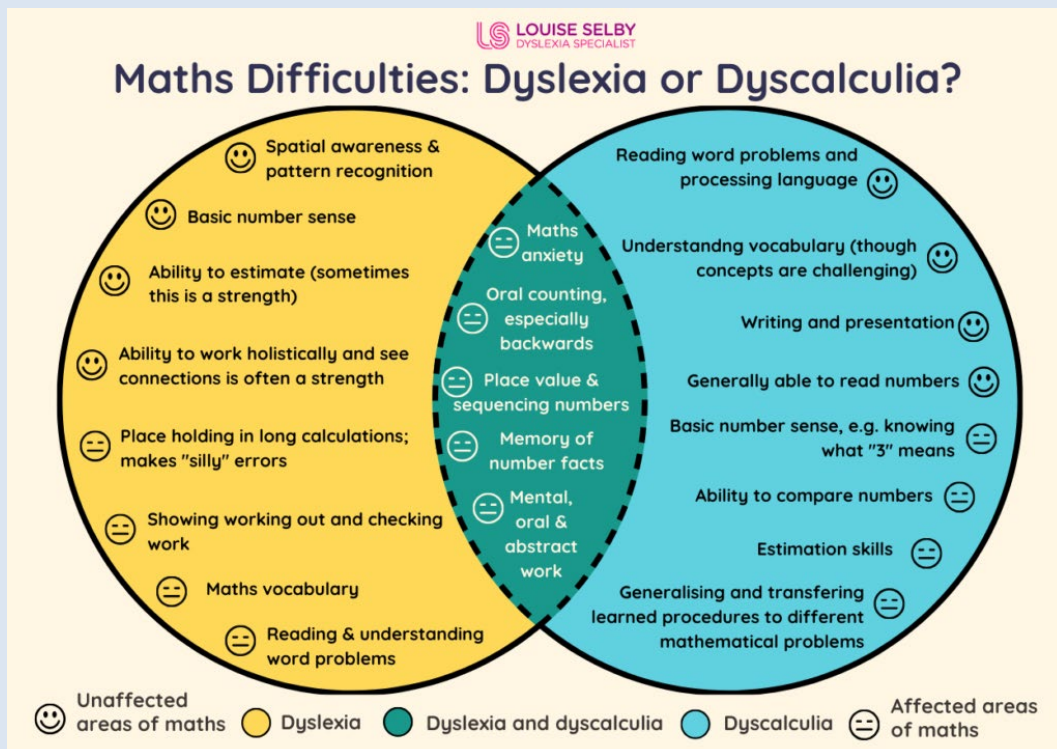
add sum
plus positive
more total
altogether
increase and

In my next newsletter I am going to give away a free download of these Maths language posters. One way of supporting memory of different types of curricular words is colour coding. These posters can be used consistently across school to support. There is a younger and older version of these.

Sign up for my mailing list to get all the posters as downloadables on my website - <https://lnkd.in/eHU2zjwd>

Dyslexia, Dyscalculia and Maths: How to identify and help

In my assessment work, I am often told by learners with dyslexia that the thing they find hardest of all in school is maths. This is no surprise to me: dyslexia impacts working memory, sequencing and processing speed, all of which are needed in abundance for maths. However, it can be befuddling to learners, parents and educators that what is essentially a problem with words (dyslexia) has such a significant impact on maths as well. In this blog, I offer explanation of dyscalculia and dyslexia and how they impact maths differently, as well as ten strategies to support.



[Read full blog](#)

– includes 9 helpful strategies and links to useful websites



Get resources, tips, and teaching tools for dyscalculia. Listen to a podcast to find out what school was like for a teacher with dyscalculia, and how it changed her teaching.

Dyscalculia resource hub

Dive into a resource hub all about dyscalculia. Understand how dyscalculia impacts kids in school. And find key resources, math tools, and tips.

[Get started](#)





How dyscalculia changed my teaching

In this episode of the “In It” podcast, meet Kara Ball, a teacher who has dyslexia and dyscalculia. Hear how these learning differences impact why and how she teaches.

[Tune in](#)

Dyscalculia

Dyslexia SHOW 2024

-  **is more common than you think**
dyscalculia affects approximately 6% of the population.
-  **is lifelong**
adults with dyscalculia may be entitled to reasonable adjustments in the workplace.
-  **is real**
it is a specific learning difference that affects the skills involved with the understanding of numbers and numerical concepts.
-  **is not the same as maths anxiety**

Challenges

- Slow to develop counting and maths problem solving skills.
- Subitizing (Recognising quantities without counting).
- Difficulties with time concepts.
- Poor sense of direction
- Difficulty recalling number sequences.

Ways to help

- Individualised intervention programmes.
- Opportunities for overlearning.
- Multi-sensory learning with manipulatives.
- Allowing more time for tests.
- Break down problems into smaller steps.



In this post, Peter Cherry reflects on what he felt at the UK's first Dyscalculia Show, what it means for the Dyslexia Show to make space for those with dyscalculia, and the empowering, yet sometimes simultaneously disempowering, nature of 'neurodiversity' discussions for lesser-known learning differences.



Dyscalculia and Neurodiversity: Reflections on the Dyscalculia and Dyslexia Shows

By Peter Cherry

It's a week since the UK had its first Dyscalculia Show. The brainchild of Arran Smith, the Dyslexia Show is the UK's leading exhibition dedicated to dyslexia and neurodiversity with tons of organisations descending on Birmingham's NEC to dispense help, advice and new assistive technologies all designed to empower dyslexics.

This year, the Dyslexia Show really demonstrated their commitment to neurodiversity by expanding their remit to create the Dyscalculia Show. Seeing the words 'Dyscalculia Show' in bold purple next to the 'Dyslexia Show' was an emotional moment for me. Although the effects of dyscalculia are all too real for many of us, dyscalculia can often feel like an afterthought. It's apparent in the way we are generally forced to define dyscalculia as 'dyslexia in maths' to the millions who don't know what this very common learning difficulty with maths is, as if our struggles and difficulties can only be understood through a very different, if often co-occurring, learning difference. But here on this sign, for the first time, dyscalculia was neither compared nor playing second fiddle to dyslexia, but alongside it. Independent but connected.

What is dyscalculia?

So what actually is dyscalculia? It's a persistent learning difficulty that affects someone's 'sense of number' and is experienced by roughly 6% of the UK population (that is 3-4 million people). It can affect assigning to value to numbers, subitising (recognising quantities without counting), mental arithmetic, sense of direction, and memory of numbers – an essential part of our everyday life as this means PIN numbers and passcodes. As dyscalculia is rarely diagnosed and maths teachers have no compulsory training to support students with dyscalculia, many fail their maths GCSEs which creates problems with finding work as well as with their confidence and mental health. As adults, people with dyscalculia suffer with the number elements of jobs and managing finances – with many finding themselves in debt with families and banks that simply don't know how to help.

'Life for those of us with dyscalculia has become harder'

In recent years, life for those of us with dyscalculia has got worse. With the loss of jobs and opportunities in sectors like the arts and culture which traditionally people with dyscalculia excel in, and changes in education that emphasise the importance of having GCSE Maths with no accompanying investment in support for children with dyscalculia, the system increasingly feels designed to fail those with dyscalculia. The Prime Minister's Maths to 18 proposed policy is only the latest in a string of moves that could cause untold harm to those with dyscalculia.

Dyscalculia and neurodiversity

Dyslexia and Dyscalculia Show also helped us talk to other members of the neurodiverse community. Many of us, myself included, are not only affected by dyscalculia but also by other co-occurring neurodiverse conditions. For me, this is dyspraxia. For many others, it is dyslexia or ADHD, or a combination of many. To get the full picture of what is going on in our brains, we need to understand how all these differences affect life skills like numeracy or literacy.

Neurodiversity is an important label which acknowledges that our brains are different and that there's not only dyscalculia or dyslexia that shapes how we are. Who knows for example if my struggle with left and right is due to dyscalculia, dyspraxia or a bit of a both? Like the term 'queer' which has been repurposed as an umbrella term for people who don't conform to cultural norms around gender and sexuality, neurodiversity can speak to all the multiple ways our brain can be and act.

Making space for dyscalculia in conversations about neurodiversity

However, I want to end by thinking back to that 'Dyscalculia Show' sign sitting next to the 'Dyslexia Show' sign. The truth is that the term 'neurodiversity' can both empower and simultaneously disempower. It is all too easy for lesser-known yet keenly felt learning issues to be glossed over, ignored or not given the space they need when other better-known and better researched neurodiverse conditions have louder voices. As evidence, think how the word 'dyscalculia' still comes up as a spelling mistake on many word processors. Or how most people with dyscalculia have to explain their learning difference as 'dyslexia in maths'.

Yet, in making the Dyscalculia Show, Arran's team showed they were sensitive to this and they recognised that dyscalculia needed this space. I think a time when we don't need to describe dyscalculia as 'dyslexia in maths' is a good aim for us at the Dyscalculia Network to work towards. It's an aim that can drive us for 2025's Dyscalculia Show which will be bigger and better – and yes sitting proudly next to the Dyslexia Show.

[Episode 73 - The Dyslexia Show 2024 and the First Dyscalculia Show with Arran Smith - Dyslexia Life Hacks](#)

Matt Head speaks with the founder of the Dyslexia Show, Arran Smith ahead of the 2024 event which brings Dyscalculia into the show to help raise awareness and help people find the support they need in this area of neurodiversity not often discussed.

Produced for the Dyslexia Show:

Dyslexia

Dyslexia
SHOW 2024



is common

1 in 10 people in the UK have dyslexia.



is real

it is a learning difference that affects many skills, not just reading and writing. It often runs in families.

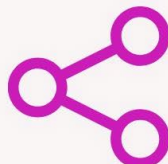


is lifelong

dyslexic children become dyslexic adults. They learn skills to support them, but dyslexia doesn't go away.



is not low intelligence or laziness



Challenges

- Spelling
- Sounding out unfamiliar words
- Word problems in maths
- Remembering sequences
- Reading accurately or fluently
- Word finding
- Auditory and/or verbal processing

Ways to help

- Assistive technology
- Alternative ways to show learning
- An individualised learning programme with step-by-step instructions on each area of weakness

DYSPRAXIA

Dyslexia
SHOW 2024



is more common than you think

statistics show that 10% of adults in the UK are dyspraxic



is real

current research suggests nerve cells that control muscles do not develop correctly, which means the brain takes longer to process information.

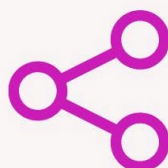


is lifelong

dyspraxic children become dyspraxic adults, and whilst it is invisible it can be debilitating.



is not the same as dysgraphia

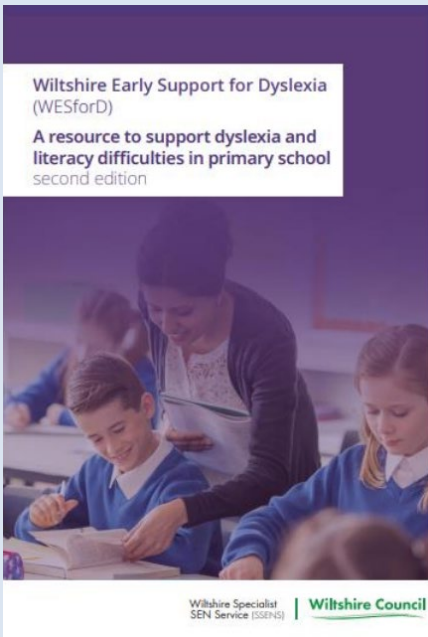


Challenges

- Gross motor skills
- Fine motor skills - writing or using small objects, tying laces
- Spatial awareness eg judging distances
- Physical coordination/balance
- Concentration
- Thought processing

Ways to help

- Active play / physical activity can help improve motor activity
- Assistive technology can help with written work and organisation
- Extra time to work on physical movement and processing



Wiltshire Early Support for Dyslexia (WESforD)

[SSENS resource page](#) | [Right Choice \(wiltshire.gov.uk\)](#)

Although this package is called the Wiltshire Early Support for Dyslexia, it is useful for all children and especially those demonstrating early literacy difficulty. WESforD is made up of two parts: WESforD and The WESforD Resource File. This replaces WESforD 1 and WESforD 2.

WESforD (Early Support for Dyslexia) is an early literacy screening and support tool for dyslexia and literacy difficulties. Activities are also provided to support literacy development.

The WESforD Resource File is a pack, to support further needs in all aspects of learning.

[The WESforD Resource File \(PDF 3.83 MB\)](#) New (26 Feb 2024)

[Slides from WESforD information session by SSENS \(PDF 94.94 KB\)](#)

Free to access information sessions are run by SSENS, these slides accompany the sessions and may be useful for schools who have not been able to attend.

[WESforD Early Support for Dyslexia \(PDF 4.57 MB\)](#)

Another useful resource:

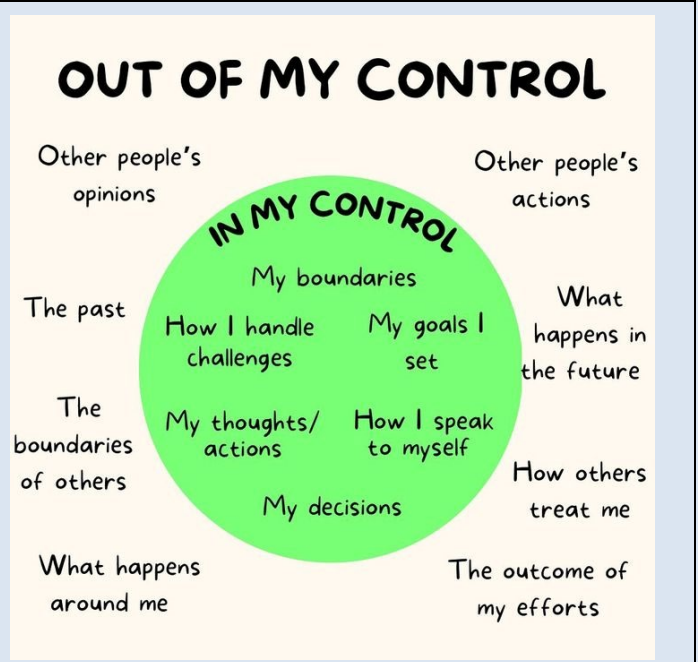
[A Guide to Exams from SSENS \(PDF 3.63 MB\)](#)

A guide for secondary pupils including information on: Access Arrangements; Being Exam Ready; Revision Strategies and Exam Stress

YoungMinds

Sometimes young people blame themselves for pressures they are feeling, rather than seeing that they are caused by external forces.

If your child is putting a lot of pressure on themselves, try talking to them about focussing on things, they can control.





[Special education: Neurodiversity - Microsoft Educator Center](#)

including:

Educator training and professional development

Product guides

Recommended resources for educators

[5 Tips to tackle any tasks in no time](#)

- [Set up distinct desktops for all things family, work and more with multiple desktops.](#)
- [Save time, find it faster with recommendations when you search using the Start Menu.](#)
- [Tap, swipe and move items around just like on your smartphone with touch gestures.](#)
- [Save time. Write with your voice not your keyboard using Voice Typing.](#)
- [Complete tasks distraction-free with Focus Sessions.](#)



[Avoiding a 'literacy dip' in Year 7 – James Durran](#)

Some questions for secondary teachers, English teams and school leaders, which may be helpful.

Many secondary schools have concerns about how to maintain progress in the core area of literacy from Year 6 to Year 7, perceiving that many students do not make sufficiently-strong progress in Year 7, or that they can even regress in some aspects.



These concerns have been fuelled recently by [Ofsted's 'The Wasted Years'](#) report. They have also been foregrounded by changes to the Key Stage 2 curriculum and assessment framework, which has left some secondary English teachers feeling de-skilled as Year 7 students arrive throwing semi-colons around with alarming confidence.

Full article in title link covering the following headings:

- Why might there be a dip in Year 7?
- Is professional knowledge strong and up to date?
- How is literacy developed across the wider Year 7 curriculum?
- How effective is the English curriculum in Year 7?
- Literacy interventions in Year 7



Welcome to CDC's March newsletter:

- Information about the [spring budget](#);
- New CDC [e-learning](#) module for level 4 health professionals;
- SEC's new [manifesto](#);
- Details on nasen's free [webinars](#);
- Ambitious about Autism's new [programme](#) for secondary schools;
- Information about Young NCB's [upcoming event](#);
- NCB's online [art gallery](#).

CDC E-learning

Sign up to complete our free e-learning courses.

We have a variety of courses in our training catalogue including:

- SEND Basic Awareness Training Level 1 and 2
- The role of CAMHS in the EHCP process
- Expert Parent Programme
- Holistic Outcomes in Education, Health and Care Plans
- Social Care and SEND

Register [here](#).

Speech and Language UK: Launch of new child's progress checker



[Speech and Language UK](#) have announced the launch of their all-new and improved [child's progress checker](#) to help parents, carers and educators support children's skills. The progress checker will give them insight into their child's development and provide them with resources to support the child

1.9 million children in the UK struggle with talking and understanding words. This new progress checker provides FREE how-to videos, resources and guidance developed by their team of Speech and Language Advisors. Simply choose your child's age and answer a few short questions. We will then give you free resources and guidance based on your answers to help you support your child's skills.

[READ MORE](#)

44 Myths About Dyslexia Debunked

Part 6 is now available - [FREE ARTICLE](#) in the brand new series on Dyslexia.

This new series of articles is free for you to download, print out and share with your community. Share these articles with family, friends, clients, schools or other organisations to support a child or student in your care.

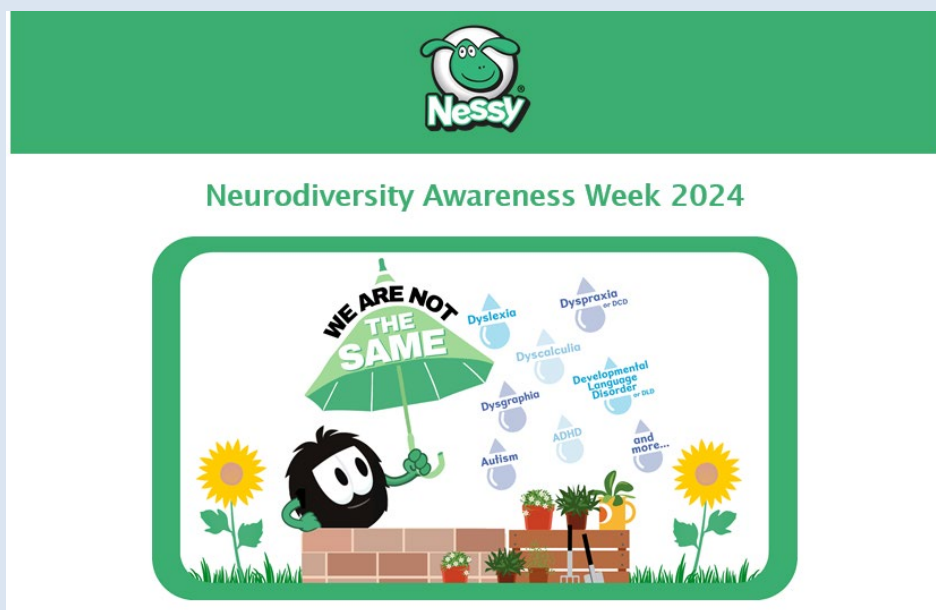
The Neuron Learning Team

For some reason teachers are less enthusiastic about using AI in the classroom than education administrators. Surprised?

Our 2024 AI in Education Report offers key insights and practical tips for integrating AI into your classroom and school.

Learn how to balance innovation with ethics and to save administration time.

[Use this report to discover how AI can enhance learning and efficiency in schools](#)



- Learn what **Neurodiversity** means,
- Find out **how you can help diverse learners** at home and in the classroom,
- Read about dyslexia, dyscalculia and more, from **experts and leaders in the field of education**.

[**Learn more**](#)

Download your [FREE Neurodiversity Resource Pack](#) and check out lots of [FREE articles and resources](#)

Whilst it may not feel like it - weather wise at least - the summer term is fast approaching, and with the summer comes exams!

As such, it is around this time that we get a lot of questions about examinations guidance with respect to access arrangements, reasonable adjustments and special considerations.

As you may be already aware, this guidance is occasionally changed and, when this occurs, the AET along with other organisations and stakeholders contributes to any consultation carried out by the bodies and organisations responsible.

To make sure we are providing you with the most up-to-date information, we have decided to sign-post you directly to their appropriate pages:

Useful Links:

- Guidance on Access Arrangements for the [Key Stage 2 Examinations](#).
- [Special Considerations Guidance](#) for the Key Stage 2 Assessments.
- Specific guidance from JCQ on [Access Arrangements, Reasonable Adjustments and Special Consideration](#).
- [Ofqual's Guide](#) for Schools and Colleges.
- [Ofqual's Student Guide](#).
- [IPSEA's information](#) for Parents and Carers.
- Disability Rights UK have provided some suggestions for accommodations when sitting exams: [Adjustments for disabled students and apprentices](#)

Specific learning difficulties (for example, dyslexia, dyspraxia, dyscalculia)

- Specialist tuition support, e.g. language skills or structuring work
- Support with identifying the most relevant books and chapters to read
- Assistive technology such as a computer with dictionary explanations software or a screen reader
- Use of assistive technology in exams
- Use of a separate exam room, with an invigilator
- Digital recorder
- Use of a scanner
- Handouts and booklists in advance of classes
- Handouts and exam papers in preferred format, e.g. on tape or on different coloured paper
- Special photocopying arrangements
- Scribes, amanuenses or notetakers, proof-reader, support worker, and use of amanuenses in exams
- Extra time to read, understand and prepare answers
- Use of literal language and keeping oral instructions simple and concise
- Extra time after tutorials to check understanding
- Exam papers printed on coloured paper or printed in ink other than blue or black
- Use of coloured filters or overlays
- Use of coloured pens (other than blue or black)
- Oral examinations instead of, or in addition to, the written examination.



Create your own Easter card using this template which is available to customise and colour. Also provided are a range of Easter themed templates to cut out and decorate. When complete, the templates can be added to your Easter cards and decorations.

[Download Free](#)



A great boredom buster, get busy in the kitchen with our easy-to-follow Easter biscuit recipe – perfect for sharing with the whole family.

[Download Free](#)



Springing into Easter with free SEN resources for parents and carers

The Easter break is just around the corner, and to support parents and carers, we've put together top tips, advice and support on rolling out routines, managing family get-togethers, cracking daily tasks, and more.

[Explore Now](#)

Support for Parents who are Supporting Children and Young People with Mental Health Needs

When your child is struggling with their mental health, they can often feel completely alone. The ripple effect can leave us as parents feeling isolated, ashamed, or judged.

Parenting Mental Health is a charitable organisation that offers support and resources to help parents who are affected by the impact of their child's mental health. Resources available on the Parent Mental Health Website includes:

- [articles](#)
- [free guides](#)
- a [private Facebook group](#) which provides a unique space where 40,000 parents from all over the world share the experience of parenting a child with a mental health issue
- [Chat & Connect sessions](#) are weekly informal online drop-in sessions where you can come and talk to other parents, bring your worries, bring your questions, share your tips and wins and connect with others, with people who get what you're going through
- and much more

Visit the Parenting Mental Health website [HERE](#).

Give the gift of reading this Easter & grab an **EGGCELLENT** offer

Save 25% on our award-winning Half Page Overlays mixed colours 10 pack this Easter break.

Now only £11.25

Was £14.99

Hurry offer ends 7th April 2024

[Shop Here](#)

Reading through colour can make reading more enjoyable and faster.

Removing the harsh contrast of black text on a white background makes the text easier to see and read.

Reading speed can increase by over 25%.

Individuals have their own optimum colour, try out our mixed coloured pack and see which colour helps you, your family and friends.





To celebrate the arrival of Spring, we are offering a **20% discount** off all online and shop products. Simply use code **SPRING20** at the checkout from **Monday 18 March to Sunday 14 April**. If you shop at our Centre in West Street, Farnham, the discount will be taken off at the till.

What do we sell?

We sell a broad range of books and learning resources for children, parents, teachers, students studying for educational qualifications, and adults with dyslexia.

Our books include everything from **Anyone Can Spell It**, **GCSE Maths for Neurodivergent Learners** and **The Creative Writer's Directory** to **Gavin Reid's Dyslexia** and **Louise Selby's Morph Mastery**.

Our range of learning resources includes a huge variety of games and tools that can be used for teaching and learning at home and at school. Take a look at our **Write and Wipe Clock** for learning to tell the time, a range of **dice with letters, numbers, sounds and maths symbols** for numeracy and literacy, and **word windows** and **coloured overlays** to help with reading.

We also stock those difficult-to-come-by bits and bobs that can make teaching and learning much easier – **pencil grips**, **bead strings**, **blank cards**, **binding rings**, **pulp balls** and so much more.

Visit the **online shop** or pop in to **the Centre** to see what we offer. Please note that courses and postage are not included in the promotion.

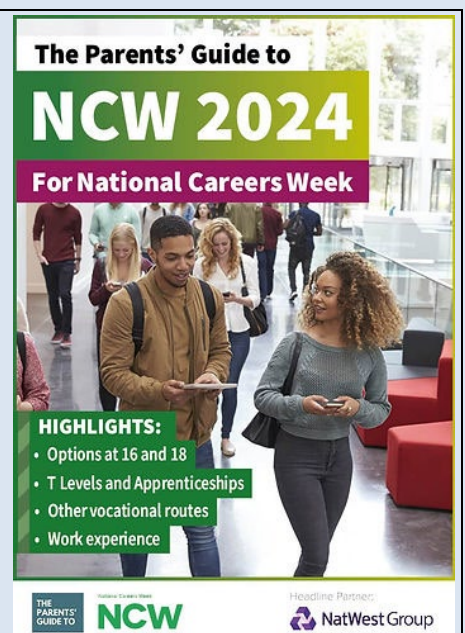
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National Careers Week took place earlier this month.

Parents can be unsure of their teen's options after GCSE or sixth form so The Parents' Guide to, in partnership with National Careers Week, has created this free guide giving an overview of what's available at 16 and 18 years' old and summarizing different routes teens can take into the workplace.

Please share this with parents if you think they'll find it useful - you can download your copy here:

<https://www.theparentsguideto.co.uk/nationalcareersweek>





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DYSLEXIA STORIES

BDA Trustee Marcia Brissett-Bailey is a celebrated speaker and champion for neurodiversity.

[Listen in to her latest Podcast on the Hidden 20%.](#)

Marcia discusses her journey and views on selective mutism, navigating educational obstacles, and the complex intersectionality of race and neurodivergence.



[Amazon.co.uk: Dav Pilkey: books, biography, latest update](#)

When Dav Pilkey was a kid, he was diagnosed with ADHD and dyslexia. Dav was so disruptive in class that his teachers made him sit out in the hallway every day. Luckily, Dav loved to draw and make up stories. He spent his time in the hallway creating his own original comic books - the very first adventures of Dog Man and Captain Underpants.

In college, Dav met a teacher who encouraged him to illustrate and write. He won a national competition in 1986 and the prize was the publication of his first book, World War Won. He made many other books before being awarded the 1998 California Young Reader Medal for Dog Breath, which was published in 1994, and in 1997 he won the Caldecott Honor for The Paperboy.

The Adventures of Super Diaper Baby, published in 2002, was the first complete graphic novel spin-off from the Captain Underpants series and appeared at #6 on the USA Today bestseller list for all books, both adult and children's, and was also a New York Times bestseller. It was followed by Super Diaper Baby 2: The Invasion of the Potty Snatchers, also a USA Today bestseller. The unconventional style of these graphic novels is intended to encourage uninhibited creativity in kids.

His stories are semi-autobiographical and explore universal themes that celebrate friendship, tolerance, and the triumph of the good-hearted.

Dav loves to kayak in the Pacific Northwest with his wife.

ABOUT THE AUTHOR



When Dav Pilkey was a kid, he suffered from ADHD, dyslexia, and behavioral problems. Dav was so disruptive in class that his teachers made him sit out in the hall every day. Fortunately, Dav loved to draw and make up stories. He spent his time in the hallway creating his own original comic books.

In the second grade, Dav Pilkey created a comic book about a superhero named Captain Underpants. His teacher ripped it up and told him he couldn't spend the rest of his life making silly books.

Fortunately, Dav was not a very good listener.



Dame Penelope Wilton says people thought she was "stupid" when she struggled with dyslexia as a child

28 February 2024

In an interview with The Sunday Times newspaper, she explained: "I was dyslexic as a child, at a time when dyslexia wasn't diagnosed. You didn't get much help - people just thought you were stupid."

"My dyslexia seems to have got better with age, but when I was younger I was read to by my mother and my older sister. 'The Wind In The Willows' by Kenneth Grahame was a favourite."

Penelope previously admitted she struggled at school because of her dyslexia but she also blamed a series of unhelpful teachers with hindering her education after she had to attend boarding school because of her mother's health issues.

The actress admitted she had to go it alone most of the time and teach herself. She told the Telegraph newspaper: "As a little girl, I had gone to an extremely good convent school. But because my mother became ill, I then went to two terrible boarding schools with not very good teachers; anything I've learnt, I've taught myself."

"So I've always had a slight inferiority complex about my education. However, being an actor is a fascinating education in itself, as you are researching everything you do. So it set me on a path to find out about things."



In September 2023, I was diagnosed with dyslexia. I knew I struggled with dyslexia 7 years ago when I was studying at the University of Plymouth. Unfortunately, at the time I couldn't afford a private dyslexia assessment and never got support for it. Having gone through primary school, secondary school, sixth form and university, I am frustrated that I wasn't pushed to get a diagnosis. In the UK I feel there needs to be more support and systems in place for dyslexia assessments.

My family were aware of my issues with spelling when I was growing up. Rather than getting a diagnosis, I was sent to a tutor for spelling and grammar. I believe my secondary school were aware of my issues as they put me in a special class for English.

My positives...

I believe I am good at thinking of the big picture because of my dyslexia. This is helpful in many different situations including challenges at work and supporting family.

I struggle with lots of information, wherever I instruct someone at work to do something I put a lot of effort into making the instructions as clear as possible. I hope in the future this will help when I progress into more senior roles.

The challenges...

However, my spelling and grammar are significantly affected, as I regularly mix letters when writing messages or emails. It was a nightmare when I was studying A-level Maths, sometimes I would write down answers in exams wrong because in my head I thought of answers like 3.14 but I ended up writing 1.34.

My difficulties on an average day include reading long documents and processing lots of information verbally. Also, concentrating for long periods can be difficult so I take several short breaks throughout the day.

I require clear instructions, and having to ask several questions to provide clarity about a project can be frustrating. In terms of environment, I prefer to be in rooms with reduced lighting.

Getting the right support

In 2023, I was able to get assessed through work and as a result, have been given access to Global AutoCorrect by Texthelp. In just 3 months the software has helped me 296 times. For the first couple of days, I wasn't sure if it was working, but when I opened the portal I was shocked to find how many words I had spelled wrong.

You would think a professional videographer would know how to spell the word 'video' but according to Global AutoCorrect, I spell that word wrong the most! The software works brilliantly every day on my work laptop and supports me in all the programs I use regularly including LinkedIn, Microsoft Teams and Outlook.

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

Network with other people with dyslexia. Go to the advice page of the British Dyslexia Association website. I went through it and found it very informative and helpful. Inform any managers, tutors and family as it will help them understand you better.

Neurotypical people are so used to others being able to keep up with processing information normally, but dyslexic people really need that extra time and support. Please be patient and understanding.



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. After realising my spelling was still not improving and I was taking longer to do everything I started researching. I came across dyslexia. I spoke to my mum who was extremely supportive and got in touch with school and from there I was diagnosed.

Managing mental health

While the direct symptoms of dyslexia have been challenging, I have found the low self-esteem and frustration that comes with it very difficult. I get very anxious that I am going to make a mistake and I still to this day believe that I am wrong and always question myself. I have had mental health issues and had to find a way to try and cope with these feelings.

However, dyslexia has made me extremely determined and I have an incredible work ethic. My determination has allowed me to not give up on myself and try to recover. I also feel that I am very creative.

Understanding makes all the difference.

Apart from extra time and a reader in school exams. I received no formal support. However, in sixth form I had a chemistry teacher who was also dyslexic, I think he saw that I was working really hard and understood that when I made a mistake it wasn't because I was stupid or lazy, he gave me a lot of confidence and I ended up not giving up on chemistry and actually really enjoying it.

I am most proud of....

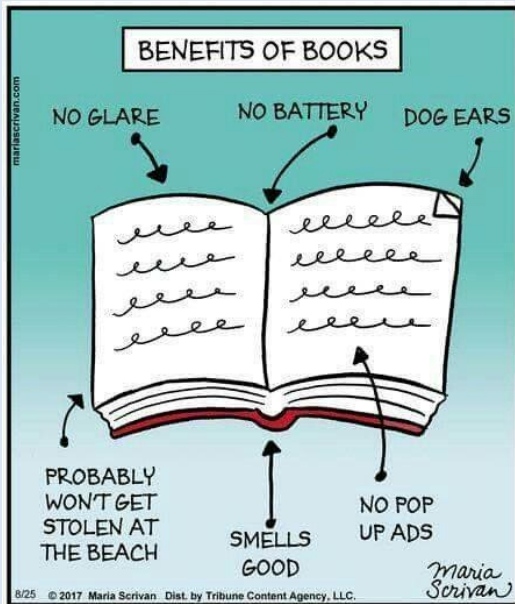
Getting into university and studying chemistry. Taking control of my anorexia recovery. But my biggest achievement so far is simply... not giving up on myself!

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

Don't feel like you are not worthy of support, take support where you can and try to work out what works best for you. Make sure that you learn to accept the different parts of your brain and focus on the areas you are good at and enjoy. Remind yourself that you are not alone because many people have dyslexia.

Remember, we are not stupid and lazy in fact quite the opposite, we have had to work harder than most to fit into a system that's not made for our brains.

And finally . . .



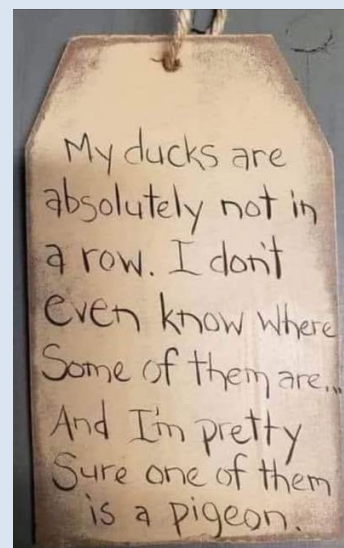
“

My 5-year-old explained to me that it's okay when she makes a mistake because **she's growing the neurons in her brain.** I just want to hug her teacher.

—Erin Brisbin, Teacher

edu

My teacher told me not to worry about spelling because in the future there will be autocorrect and for that I am eternally grapefruit.



Caroline Fowke

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WDA details - see our [flyer](#)



[Wiltshire Dyslexia Association](#)

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

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

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