

Welcome to the latest edition of our WDA newsletters.

NEWS

The BDA thanks Sharon Hodgson MP

4 April 2024



On behalf of our members and beneficiaries, the British Dyslexia Association would like to extend sincere thanks to [Sharon Hodgson MP](#) for her work as Chair of the [All-Party Parliamentary Group on Dyslexia and other Specific Learning Difficulties](#).

Elected as Chair in 2016, Sharon has brought her own personal experience as the parent of a severely dyslexic child to her passionate advocacy on special educational needs and disability issues. All too familiar with the challenges that people with dyslexia face throughout their lives, Sharon has consistently campaigned to raise awareness of the support that children, young people and adults with dyslexia need and deserve.

Recently, the APPG has discussed [Intersections of Dyslexia: Ethnicity and Cultural Perspectives](#) which was an informative and powerful examination of race, gender and social class on individuals' experiences of dyslexia. Other [recent topics](#) have included Reforming Assessment in Secondary Education, Early Screening and Adults with Dyslexia and the Justice System.

During her tenure as Chair, the APPG also published the following seminal reports:

- [The Educational Cost of Dyslexia](#) highlighting how many young people with dyslexia and other specific learning difficulties are being let down by the education system.
- [The Human Cost of Dyslexia](#) looking at the cost of undiagnosed and poorly supported dyslexia including the emotional wellbeing of dyslexics and their families.

The APPG will continue its important work under the new Chair, Tom Hunt MP, who will draw on his own lived-experience of dyslexia and dyspraxia to explore relevant themes and campaign for change.

Sharon Hodgson MP will continue as a member of the APPG, joining other parliamentarians committed to advocating on these issues in Westminster and beyond. A big thank you to Sharon for her ongoing service to our community.

[Tom Hunt MP elected new Chair of APPG - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Neurodivergent Conditions (Screening and Teacher Training)



Volume 748: debated on Tuesday 23 April 2024

Matt Hancock:

“I beg to move, that leave be given to bring in a Bill to make provision about screening for neurodivergent conditions in primary schools; to make provision about teacher training relating to neurodivergent conditions; and for connected purposes”

Read on - whole debate at:

[Neurodivergent Conditions \(Screening and Teacher Tra - Hansard - UK Parliament\)](#)

Bill read the first time; to be read a second time on Friday 21 June and to be printed (Bill 205).

The BDA music committee has been asked to circulate information about a post-doctoral research project at the Centre for Neuroscience in Education in Cambridge which is looking for volunteers to take part in a study of music perception in dyslexia:



UNIVERSITY OF
CAMBRIDGE



Reading and Music Study! Would you like your brain to be measured and earn up to £40?

We are looking for volunteers with developmental dyslexia to take part in some musical tasks including an EEG task at the Centre for Neuroscience in Education. EEG involves wearing a head cap of sponge sensors to record electrical activity below the scalp while listening to speech and other sounds. The whole study takes about 4 hours (divided over two sessions), and each participant will be paid £10.00 per hour. The EEG component lasts for an hour.

Criteria for participation

- (1) Native English speaker
- (2) Non Musician (i.e., less than 3 years of formal musical training)
- (3) Between 18 and 40 years of age
- (4) No hearing impairments
- (5) Childhood history of dyslexia / reading difficulties, or current difficulties
- (6) No history of neurological disorder like epilepsy and/or a diagnosis of other learning difficulties such as ADHD, autism, dyspraxia

Address:

This study will be conducted at the Department of Psychology, University of Cambridge, Downing Street, Cambridge, CB2 3EB.

Please e-mail Dr. Manon Couvignou at mc2474@cam.ac.uk if you are eligible and interested in taking part.

Announcement at: [Dyspraxia Foundation](#)



[Neurodiversity 101: A very sad goodbye to the Dyspraxia Foundation .. what next? | LinkedIn](#)

[Prof. Amanda Kirby](#)

20 April

This week I am writing an early newsletter as I had the incredibly sad news that the Dyspraxia Foundation was closing its doors this week.

When my son was first diagnosed with Developmental Coordination Disorder more than 30 years ago, the Foundation was being set up. In those early days finding kindred parents who were going through similar challenges in education was heart warming. Shared experiences and ways to find solutions that worked were gleaned from other parents.

At the Foundation I met many many wonderful people and made some lifelong friends who worked tirelessly for the Foundation for many years. These included (and are not everyone by any stretch) Michelle Lee, Eleanor Howes, Sally Payne, Sophie Kayani, Lucy Owen, and of course the late great Mary Colley.

She was one of the first people who wanted us to find help and support for adults as well as children and was not afraid to stand up and say we needed to do so. At the time she started doing so we were being told that children 'grew out' of DCD/Dyspraxia which I and others have shown time and again that this is clearly not true. In fact, my PhD [Emerging adulthood in DCD](#) and related conditions focused on this topic. I captured the experiences of young people moving into adulthood and also their experiences too.

Even after this time awareness remains low. Someone said to me the other day that DCD/Dyspraxia was 'not so bad'... (their words) as other conditions such as Autism. It made me realise that we still have a lot of work to do and that people often don't even consider DCD when screening for ADHD and Autism. I think this should be an automatic part of the screening process... and also if you have DLD/Dyslexia/or Dyscalculia!!

What is Developmental Coordination Disorder /Dyspraxia all about?

DCD is also known as Dyspraxia. 3-5% of children have DCD... this is not a 'rare' condition at all! Developmental Coordination Disorder (DCD), also known as Dyspraxia in the UK, is a common condition affecting fine and/or gross motor coordination in children and adults. This condition is formally recognised by international organisations including the World Health Organisation. DCD is distinct from other motor disorders such as cerebral palsy and stroke.

The last [international guidelines](#) were published in 2019.

Individual's intellectual ability is in line with the general population. Individuals may vary in how their difficulties present; these may change over time depending on environmental demands and life experience, and will persist into adulthood.

An individual's coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment.

Children may present with difficulties with self-care, writing, typing, riding a bike, play as well as other educational and recreational activities. In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY.

Over the years I have written about the need to reach and support children early to prevent the secondary consequences of undiagnosed DCD for many children.

(See: <https://pure.southwales.ac.uk/en/publications/addressing-the-inverse-care-law-in-developmental-coordination-dis>)

It is often forgotten that there may be a range of co-occurring challenges which can also have negative impacts on daily life. These include social emotional impacts as well as problems with time management, planning and organisation.

DCD often overlaps with [Autism](#) (see paper from 2021), [ADHD](#) (see another paper from 2021), Dyslexia, Dyscalculia and [DLD](#) but is not always considered when it should be. DCD is often mentioned including language difficulties but this is actually not the core of the diagnosis but often co-occurring.

Challenges may impact an adult's education or employment experiences.

It is always essential that recognition of the strengths that individuals have is identified and adjustments made to allow each person to thrive. (See You-Tube film about this ... <https://www.youtube.com/watch?v=1g54H03qpFI>).

Dyspraxia Foundation... a big loss to the UK.

Running a charity is not easy at all. It is so very hard today to continually find funds that are not just dedicated to a project and are one off funding. Gaining core funding to cover the bases has been a challenge time and time again for so many organisations small and large.

In the face of increasing demands on services and long waiting lists for assessment and diagnosis many charities in the neurodiversity space are being overwhelmed with parents, and adults asking for support and guidance. This is a reality. The voluntary sector should be seen as a great investment to reach many people effectively.

In the UK we have DCD-UK a clinical/research group as part of the umbrella of Movement Matters. Canada, Holland, Australia, Sweden and the UK have been at the forefront of research in DCD and with many other countries now doing some amazing work. I am off to speak at an amazing conference <https://dcd15-imdrc6.org/> which is a joint conference of the International Motor Development Research Consortium and the International Society of Research and Advocacy for Development Coordination Disorder, which takes place 5-8th June in the beautiful, vibrant city of Ghent, Belgium.

Interestingly, in recent times America there is some increasing interest in DCD. [One recent paper](#) published this year has looked at the levels of identification in the US. In their study interestingly, most common co-occurring diagnoses were childhood apraxia of speech and other speech-language disorders (24.6%), ADHD (23.1%), and anxiety (18.8%).

What can we all do?

I want to know what you think needs doing... we need resources/we need support for parents and adults... and this takes energy and funding. I know the wonderful people who have been trying their hardest to not let the Foundation to close and I want to thank them for trying + + + +

For the voluntary sector to remain we need core funding. The Dyspraxia Foundation closing is a real loss and will impact once again on the people who need it the most. They are not alone in the battle to gain funding to allow a sustainable thriving charity. It is a Catch-22... because when you don't have people to write bids, and seek out donations you can't get funding to do more of this...

I will continue to post free resources and do as much as I can and have put some links here for starters... Please share this as much as you can.

The question is... what will you do?

References and some useful resources:

A video about DCD I recorded for ACAMH: <https://www.youtube.com/watch?v=2A94qviJOPg>

Movement Matters UK:

<https://movementmattersuk.org/what-is-developmental-coordination-disorder-dyspraxia/>

CanChild in Canada has lots of resources:

<https://canchild.ca/en/diagnoses/developmental-coordination-disorder>

<https://canchild.ca/en/resources/112-children-with-dcd-at-home-at-school-and-in-the-community-booklet>

National Handwriting Association: <https://nha-handwriting.org.uk/>

A quick guide for Occupational Therapists for DCD:

<https://www.rcot.co.uk/sites/default/files/Quick%20Guide%20DCD%20Jul%202021.pdf>

Dyspraxia/DCD America -<https://www.dyspraxiadcdamerica.org/>

Do-IT Profiler DCD screener for adults: <https://doitprofiler.com/personal-profilers/dyspraxia-dcd/>

[EACD guidelines for DCD in UK](#)

[Free DCD training course for medical/health care professionals](#)

Some books I have written:

Dyspraxia/DCD:

<https://www.amazon.co.uk/Dyspraxia-Developmental-Co-ordination-Amanda-Kirby/dp/0285635123>

[100 Ideas for Supporting Pupils with Dyspraxia and DCD](#)

[How to Succeed with Specific Learning Difficulties at College and University: A Guide for Students, Educators & Parents: A Guide for Students, Educators and Parents](#)



Hello, this month, it's our 7th birthday!

For 7 years, we've been on a mission to teach the world the brilliance of Dyslexic Thinking – and we couldn't have done it without you!

Together we have:

1. Created the world's largest community of dyslexics and their allies – thank you for being part of our journey and helping us to drive change.
2. Shifted how the world understands and values Dyslexic Thinking – seeing our incredible strengths and supporting our challenges.
3. Created campaigns that changed the world – Dyslexic Thinking is now a skill on LinkedIn & a term in the dictionary.

[Add Dyslexic Thinking as a skill](#)

4. Recorded Lessons that help EVERYONE to understand Dyslexic Thinking with our chart-topping podcast.

[Listen to the podcast here](#)

5. Trained millions of teachers globally to understand & value Dyslexic Thinking with free training on Microsoft Learn.

[Take & share it with your school](#)

6. Taught our workplaces to value our strengths & support our challenges through free training on LinkedIn Learning.

[Take & share it with your workplace](#)

7. Showed the world the limitless power of Dyslexic Thinking through events like the World Dyslexia Assembly in New York.

[Watch the highlights here](#)

But here's where it all began... one single film that asked the world to see dyslexia differently.

[Watch Emily](#)

Tom Gates creator, Liz Pichon, joins me on our podcast. If your child is a fan of Tom Gates, then tune in to hear our latest podcast, Lessons In Dyslexic Thinking today! I talk to Liz about how her

Dyslexic Thinking has helped her create books that ALL kids - especially dyslexic kids - just ADORE: full of pictures, stories, jokes, doodles.

Listen in to hear:

- The tips and tricks she uses to get her brilliant ideas down on paper – and how you can too!
- Why she's proud to tell kids she's dyslexic
- Her tremendous fail – involving the brilliant film, Jaws, and her old English teacher

Listen to the full episode on Apple, Spotify or Amazon: <https://apple.co/3P2uX6m>.

Or watch it here: <https://bit.ly/45fuzar>.

You can also hear Lessons In Dyslexic Thinking from Hollywood actors (Michael Provost), BBC Wildlife presenters (Hamza Yassin and Megan McCubbin) and the wife of the Greatest Dyslexic of all time (Lonnie Ali – wife of Muhammad Ali).

Happy listening!

Kate Griggs

Host of the Lessons In Dyslexic Thinking podcast | Founder & CEO of Made By Dyslexia
I'm #MadeByDyslexia - expect big thinking & small typos

Disabled Students Allowance – Have your say.

The DfE is inviting views to help improve non-medical help provision (NMH) in higher education. Find out more and take part [here](#).



Tell us what your area needs!

Our survey helps us find out what dyslexia support there is across the UK



We are designing new local dyslexia services in our 'Local Hubs' pilot project.

We would like the dyslexic community to tell us what kinds of services you would find helpful. We will listen to the voices of those with lived experience and identify the gaps in the local dyslexia community, and work to address those needs.

If you have dyslexia or support a family member who does (or is undiagnosed), please help us by completing a short survey. Thank you for your valuable input.

[> Take the survey](#)

The BDA will share the responses with us in Wiltshire, which will assist us too.

INVITATION FROM WILTSHIRE LIBRARIES:



Jessica Phillips

Library Stock & Resources Manager
Leisure, Culture & Communities

Earlier in the year we applied for funding to support reading activity and author talks in Wiltshire this summer and autumn. I am really excited to be able to share with you, news of our first three events: -

Saturday 8th June at 2:30, Salisbury Library are hosting a crime panel with top local crime authors Andy Maslin, Anna Britton and Nikki Copleston.

Thursday 13th June at 7.30pm, we're delighted to welcome best-selling author Libby Page to **Trowbridge library**, who will be talking about her new book Lifeline.

And finally in **Chippenham library on Friday 28th June** award winning writer, novelist and critic Louise Doughty. Many of Louise's works have been adapted for television.

Tickets for all of these events are absolutely free and available to book online [Wiltshire Council Library Service event tickets from TicketSource](#) or contact your local library.

For children, popular authors including Sophie Cleverly, Guy Bass, Mike Brownlow and Fleur Hitchcock, in June, full details will follow soon on Facebook and X.

In September we'd like to celebrate with you for National Reading Group day, where we would like to get as many of you together as we can and discuss one (or both) of our "Roadshow Reads" there are 2 books to choose from, available now: -

A Bird in Winter by Louise Doughty, a fantastic psychological thriller or TV's (Upstart Crow!) David Mitchell's Thinking about it will only make it worse.

Both titles are available as unlimited eBooks and can be downloaded here:

- <https://libbyapp.com/library/wiltshirelibsuk/curated-1554625/page-1>

A Bird in Winter is also available in eAudio and there will be copies of both titles available in libraries.

I would be grateful if you could "spread the word". If you and the groups you work with are able to join in and come along, please let me know, more details to follow for a great activity of book talk, tea and cake.

Lastly, we will be refreshing our reading group titles and the information available to you to support your groups. If there are any particular titles or authors you would like, please get in touch with me. I am hoping to put together a new list over the summer with all the great stuff we have available for you to help your groups.

Caroline writes – if you have any requests, please email them to me, and I will then forward to Jessica: caroline.fowke@btinternet.com

Information about the Wiltshire Parent Carer Council



Since establishing in 2008, the Wiltshire Parent Carer Council (WPCC) has grown and evolved significantly over the years. Despite our membership now exceeding over 5,000 registered parent carers, we know there are still many people who don't know about the WPCC. We try to promote who we are and what we do in a number of ways including our website, a presence on many other websites, social media, bulletins and newsletters sent to all schools and settings, our proactive Engagement team, attending events and hosting events, relying on word of mouth and our information leaflet.

We know that people like to access information in different ways, so to enhance the different ways we try to describe who we are and what we do, and reach even more people, we have produced a short film that tries to give a brief overview of the WPCC and information about some of what we do. This has been made possible thanks to a recent successful small one-off grant application to the DfE. Our sincere thanks also go to [Flying Monk Community Projects](#) who we commissioned to produce this film for us.

To watch our short video, please click [HERE](#). Please help to reach more people by sharing this video.

Closing date is 5pm on Sunday 26th May 2024.

Family and Community Learning Courses – Updated – LATEST COURSES

Helping My Child Build Concentration and Resilience, this course explores how the environment affects concentration and how words can help develop resilience. Starts **Thursday 16th May**.

Supporting Myself to Support My Child from **Friday 7 June**. This three session course reminds parents and carers how important it is to take care of their own wellbeing, explores how to identify and respond to the individual needs of children, and considers ways to work more effectively with schools and other professionals. This course can be particularly helpful for parents and carers with children with additional needs.

Helping My Child Prepare Positively for Change considers how and why change can be difficult for children and explores practical techniques to smooth the journey. Learners can join one, two or all three of these courses. Starts **Thursday 23rd May**.

Time Smart starts on **Thursday 20 June** at the **Medley Centre** 10.30am - 12.30pm. Induction for new learners is **Thursday 13 June** 10.30am – 11.30pm.

This five session course supports learners to increase their understanding of time and boost their confidence with personal planning skills, thereby increasing personal independence. Learners will look at 12 and 24 hour clocks, calculate the timing of routine domestic tasks and discuss when they are usually completed, create a daily timetable, and decide which bus they would need to catch to attend an appointment. The course culminates in learners planning a day trip using public transport timetables (though they won't leave the Medley Centre during the course).
Deadline for bookings is **Thursday 6 June**.

Understanding The Early Stages of School Avoidance is running on **Thursday 27 June**. This course will be useful for parents of children who are still attending school but where attendance may be suffering a dip or causing issues. It helps learners identify emotionally based school avoidance, shares practical strategies, and looks at what schools can do to support attendance. It also provides an opportunity for learners to share experiences and ask questions of an educational psychologist.

If you are interested in attending these sessions, please get in touch with the Family and Community Learning team on 01225 770478 or email familyandcommunitylearning@wiltshire.gov.uk

For other courses available please click **HERE**

SEND, Inclusion and Alternative Provision Strategy – More Ways to Contribute

As an addition to the face to face sessions and online focus groups to explore and contribute to Wiltshire's SEND, Inclusion and Alternative Provision (SENDIAP) Strategy, a series of virtual recorded sessions have been developed to give parent carers another way to contribute their views.

There are a series of eight short online presentations that have been created to give some background information and opportunities to focus on and feedback on specific themes. To participate in any of the virtual sessions, please click on the links below: -

[Overview and background](#)

[Information and communicating](#)

[Getting the right support at the right time](#)

[Preparation for adulthood](#)

[Support and advice to families](#)

[The quality of planning](#)

[The skills and knowledge of the workforce](#)

[The voice of the family](#)

These virtual recorded sessions have been created to enable parent carers to participate and contribute at times that works for them and have been broken down into themes to allow people to focus on the areas that are of most interest.

New WPCC Autism Information Pack now available

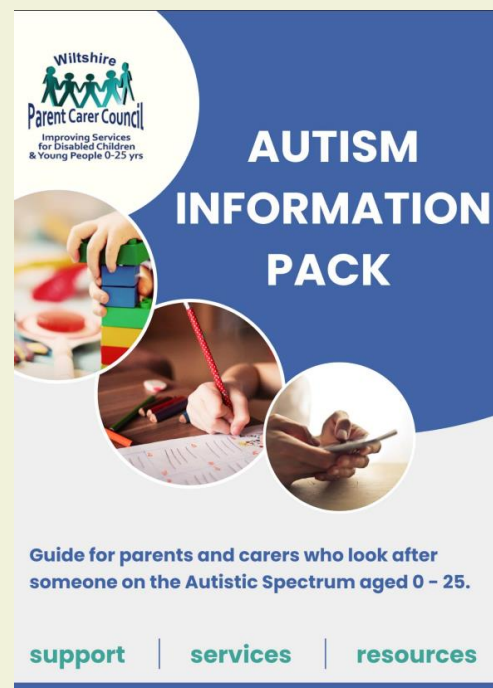
The WPCC first developed its Autism Information Pack in 2013 in an effort to make it easier for families of autistic children and young people to connect to relevant information and support.

After some years, the pack we had developed began to become obsolete as services and information changed over time, so the WPCC set about re-writing this pack. After several years' hard work by a small team of dedicated volunteer parent carers, we are delighted to announce that the new WPCC Autism Information Pack is now finished and available to view.

The original Autism Information Pack was 72 pages long. Replicating the layout of our original pack and breaking information down into age related sections, our new pack comes in at 212 pages of information! Due to funding, we had to make the decision to publish this new pack in a digital format.

Additionally, because both local and national services change so frequently and need updating regularly, a digital format is easier to do this.

To see the new Autism Information Pack, please click here: [WPCC Autism Information Pack by WPCC1 - Issuu](#)



Stress Awareness Month 2024

#LittleByLittle

Are your dyslexic challenges worse when you are stressed?

April is stress awareness month. A recent BDA poll on social media revealed that 98% of those voting on Twitter and 97% on LinkedIn agreed that their dyslexic challenges are worse when they are stressed.^[1] With some followers commenting that when they are stressed they are more likely to misread things, become muddled, and forget words.

Stress usually happens in response to a mental or emotional pressure or may be experienced when a person feels that they have no control over something that is happening. In the workplace, stress may be driven by the demands of the job; concerns about performance; being unable to control the way the work is done; lack of support; difficult relationships, or workplace bullying.

Dyslexia is a hidden condition so many of the signs are not obvious or understood, and dyslexic challenges in the workplace may go unnoticed or be misinterpreted as a lack of ability, laziness, poor behaviour, or conduct. Many feel unable to disclose their dyslexia and so they work hard to become adept at hiding their challenges but live with the fear that their difficulties will be discovered. Undisclosed dyslexia can also mean that they are unable to request the reasonable adjustments that may help. So dyslexia may also be adding to their stress, which in turn increases the impact of their dyslexic challenges.

But why does this happen? When people are stressed or highly anxious the body produces hormones which divert essential resources from the brain to the large muscles in the body in preparation for "fight and flight." This impacts the ability to think and process information. Dyslexia presents challenges with processing information, and these are exacerbated when people are stressed, so tasks become more difficult to complete, it is more difficult to concentrate, and coping strategies become less effective.

The causes of stress can be many and varied. The NHS advises that the first step in managing stress is to understand what is causing it and take control of the situation.

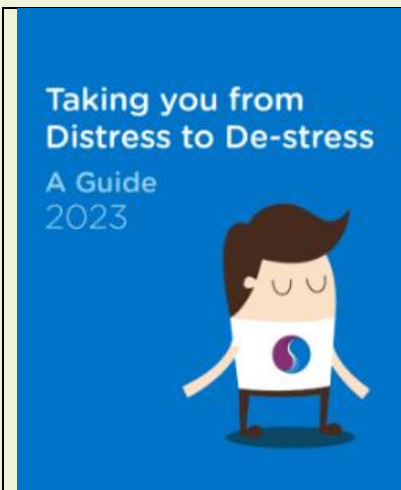
[1] Polls conducted April 2024

Twitter 116 votes: 98.3% Yes: 1.7 % No

LinkedIn 721 votes: 97% Yes:3% No

To find out more about dyslexia in the workplace [sign up for our free guide for employees](#)

The [Stress Management Society](#) have also shared some helpful resources for #stressawarenessmonth2024



Stress guide:

[The SMS Branded Stress Guide 2018 \(bdadyslexia.org.uk\)](#)



Small actions to make big changes: [Download here](#)
 Little by little: A little becomes a lot: [Download here](#)



Michael Morpurgo: ‘Reading is not a medicine. You don’t just have to take it’

[Michael Morpurgo: how to develop a reading culture | Tes](#)

Establishing a ‘reading culture’ is vital for pupils’ development, but schools face barriers to making this a reality, says the children’s author.

"We drain teachers too much. I think that’s one of the reasons we lose so many who have talent and who are sensitive to these things, and we mustn’t, because that kind of teacher is the one who makes readers."

[Louise Selby](#) writes:

“Thought provoking words from Michael Morpurgo about developing a reading culture. The discussion of the need to involve parents and release teachers from drudgery is so spot on.”



This month's newsletter:
<https://joom.ag/e1Z>

You can also read it on our website here:
[Newsletter Archives - Dyslexia | Dyslexic Advantage](#)

Read or listen to more articles in our [DYSLEXIA LIBRARY](#)
Check out all the other free resources at
DyslexicAdvantage.org



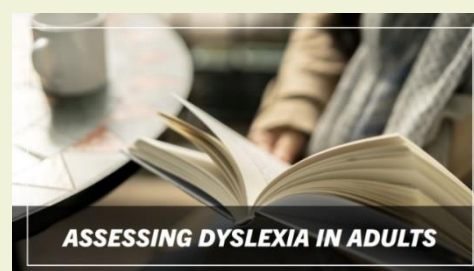
[Adult assessment for dyslexia | LinkedIn](#)

[Katrina Cochrane](#)

Director and Founder Positive Dyslexia Ltd

katrina@positivedyslexia.co.uk

Many adults remain without a formal diagnosis of dyslexia going right through school, university and often their entire working life without this. However, it is never too late to be assessed and I will take you through the reasons why it might be important, what happens in the assessment and what happens after.



A full Diagnostic Assessment should not be confused with electronic screeners and checklists which will look for 'signs of dyslexia' or 'traits of dyslexia' rather than give a definitive diagnosis. These can be very helpful for most adults though and if you are not doing any formal examinations should be considered.

To read the rest of the 5 page article please click on the title link to access details under the following headings:

What is the difference between an assessment with an Educational Psychologist and an assessment with a Specialist Dyslexia Assessor?

Things to check before the assessment takes place

Data privacy

Online or face to face?

Before the Diagnostic Assessment takes place

Information the assessor will need from you

What a Diagnostic Assessment involves

Underlying ability / Memory and processing / Reading / Spelling / Writing

Other areas

After the Diagnostic Assessment

Diagnostic Assessment report

What might a further referral be?

Interpreting the report

How the report is structured

What kind of recommendations might be made?

Disabled Students Allowance

Further support may be available through Access to Work which can be applied for via www.gov.uk. The Adult Dyslexia Centre have a free adult support group that meet regularly as well as a free helpline for any queries: www.adc.org.uk

Katrina Cochrane is a Specialist Teacher and Assessor who has been working in the field of dyslexia for over 25 years. She has co-written two books on dyslexia as well as co-written the BDA Level 7 course for Specialist Teachers/Assessors and Level 4 Employers course. She set up her company Positive Dyslexia Ltd, after leaving the BDA in 2016, and returned to the BDA in 2021 as Director of Education and Professional Studies. Katrina remains Joint Vice Chair of the BDA Accreditation Board and is an APC reviewer for specialist assessor renewals.



[A chat on APD with SpLD expert Dr Lindsay Peer | Get into Neurodiversity](#)

Liz Dunoon & Jillian Zocher www.getintoneurodiversity.com

Click on link above to watch this chat I had with the amazing Lindsay Peer. She answers 4 burning questions on how to support students with Auditory Processing Difficulties (APD).

These are the questions I ask her...

1. Why do we need to consider auditory processing difficulties **as part of the mix** when a child is struggling to learn at school?
2. **How many children**, does research tell us, maybe affected by Glue Ear and/or APD?
3. What are some of **the main indicators** that auditory processing difficulties or glue ear might be causing a learning issue?
4. What are **three things a teacher can** do to support a child's learning if they have APD?

BONUS Lindsay also shares a success story from her files as a specialist educational psychologist. It's amazing!

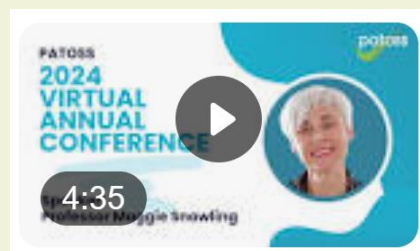
[To Start Lindsay's Course Click Here! Use the 20% Discount Code APD20](#)



The sudden rise of AuDHD: what is behind the rocketing rates of this life-changing diagnosis? | Health & wellbeing | The Guardian

[Professor Maggie Snowling - A History of Dyslexia: what can we learn from the past? \(youtube.com\)](https://www.youtube.com/watch?v=...)

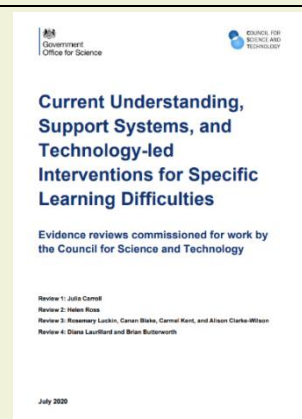
The Science of Reading is advanced but a debate about the utility of the term 'dyslexia' continues. Moreover, scientific understanding of dyslexia does not always match either the personal experience of the condition or access to educational provision.



This talk will focus on the History of Dyslexia in Britain, and the struggle of parents, organisations and other advocates to gain recognition of a condition that can have a significant impact on the lives of children and adults. During the past century, awareness of dyslexia has grown to the point that almost everyone knows someone with dyslexia, but what does the future hold and can it learn lessons from the past?

[Specific Learning Difficulties: current understanding, support systems, and technology-led interventions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/evidence-reviews/specific-learning-difficulties)

The Government Office for Science has commissioned a series of four rapid evidence reviews to help inform a project carried out by the Prime Minister's Council for Science and Technology (CST) which explores how technology and research can help improve educational outcomes for learners with specific learning difficulties (SpLDs). The evidence reviews form part of a wide range of evidence that CST members consulted in formulating their advice . . .



[SEN Magazine Ltd](https://www.senmagazine.com/)

The brand new issue of the UK's leading Special Educational Needs Magazine.

March/April 2024 Issue 129: <https://lnkd.in/ehCpCz35>

In this issue: Labelling autism, Fizziness, Post-16 employment, Braille, Artificial intelligence, SEN and the Arts, Down's syndrome, Restraint, SEND analytics, Inclusive playgrounds, Behaviour, Neurodiverse classrooms, Modular school buildings, News, Book reviews, What's New, CPD & Events, Resources and much more.



The myth of needing a diagnosis before you can get support

A recent BBC News article revealed delays in assessments for autism and ADHD diagnosis are leading to a lack of support for pupils in school.

However, our latest blog clarifies: there is no requirement to have a diagnosis in order to have SEN or a disability in law, and this should not be a barrier to getting support.

[Read the blog >>](#)

[CDC Digest - Spring 2024.pdf \(councilfordisabledchildren.org.uk\)](#)

In this Digest we aim to offer a range of articles and resources to keep you up to date with the work of CDC and the sector as a whole. We hope there is plenty for you to read and engage with.

A snapshot of this quarter's digest includes:

- An update from Amanda Allard
- An update from the Department for Education on the Change Programme
- Information about the new National Professional Qualification for SENCOs
- A new report into the school experiences of siblings of disabled children
- Shining the spotlight on our newest member Kidz to Adultz

CALLScotland

Our latest blogs

[Top tips for using Clicker 8 to support neurodiverse learners](#)

A range of tips for using Clicker's built-in tools for Windows, Mac, iPad and Chromebook.

[The who, what and why of AT and digital learning - new resources to download](#)

The Inclusive Digital Learning and Assistive Technology Staged Intervention triangle is designed to help us think about what learners require to ensure that they are included and can access digital learning, and who is responsible for supporting them.

[What is 'Per-App Settings', and how can it make apps more accessible to use?](#)

A step-by-step guide on how to set up and use Per App settings to make specific apps more accessible.

[My child is dyslexic...what can help?](#)

A series of case studies and resources to help learners who have dyslexia.

[Is the pen mightier than the keyboard?](#)

The Apple Pencil and other active stylus pens are becoming more popular and commonly used in schools. In this blog we look at some applications for pupils with additional support needs and/or disabilities.

[Can Artificial Intelligence \(A.I.\) help learners with dyslexia?](#)

This blog explores and highlights the potential if generative artificial intelligence to support learners with dyslexia.



The two dyslexia Delphi research papers available on Open Science Framework


The two dyslexia Delphi research papers are currently available (pending acceptance for publication) on the Open Science Framework (OSF)

Paper 1: Carroll, J., Holden, C., Kirby, P., Snowling, M. J., & Thompson, P.A. (2024). Contemporary concepts of dyslexia: A Delphi study.
<https://osf.io/preprints/osf/tb8mp>

Paper 2: Holden, C., Kirby, P., Snowling, M.J., Carroll, J., & Thompson, P.A. (2024). Towards a consensus for dyslexia practice: Findings of a Delphi study on assessment and identification.
<https://osf.io/preprints/edarxiv/g7m8n>

[Nigel Pugh MD at Education Advocacy UK Ltd](#)

In our latest blog post, we highlight how an educational psychologist assessment works and how you can get one to see your child!

Take a look  <https://lnkd.in/dW3r9d-d>

EVENTS



**Hampshire Dyslexia Association's
AGM
for Members at 7.00pm followed by**

ROB JENNINGS

the co-founder of
The Dyscalculia Network,

presents a live, free, webinar

**Dyscalculia &
Maths
Difficulties**



**Wednesday 22nd May
2024**

**7.30pm - 8.30pm
including
Q and A**

TO REGISTER CONTACT:

hampshiredyslexiaassociation@gmail.com

**CPD -certificate
available**



**Upcoming SEND law
training from IPSEA**

[View all upcoming parent carer training](#)

[View all upcoming professional training](#)

15th May 2024 - 16:00 - 17:00

Specialist Spotlight: Memory for Learning

Phase: Secondary and FE

Suitable for: Assistant Head Teacher, Deputy Head Teacher, Head Teacher, Teacher, Tutor

Book for FREE

21st May 2024 - 15:30 - 16:30

Specialist Spotlight: Understanding executive functioning

Phase: Primary

Suitable for: Assistant Head Teacher, Deputy Head Teacher, Head Teacher, Teacher, Tutor

Book for FREE

22nd May 2024 - 15:45 - 16:45

Specialist Spotlight: Developing Maths Skills

Phase: Primary

Suitable for: Assistant Head Teacher, Deputy Head Teacher, Head Teacher, Newly Qualified Teacher, SENCO, Teacher, Teaching Assistant, Tutor

Book for FREE

20th June 2024 - 09:00 - 16:00

National Schools and Academies Leaders Show and Exhibition 2024



The National Schools and Academies Leaders Show and Exhibition
UNIVERSITY OF DERBY
20 JUNE 2024

Redeem a **FREE** ticket using code **NASEN-SCH**

To book your place visit www.igpp.org.uk

The Institute of Government & Public Policy is delighted to present The National Schools and Academies Leaders Show and Exhibition. The event will explore the intricate task of balancing reduced budgets and heightened expectations whilst addressing recruitment and managing staff absenteeism and student attendance concerns. Register free, using code **NASEN-SCH**.

Register for FREE

The Importance of Good Mental Health in the Workplace - Valuing Authentic Voices

Wednesday 15th May, 7pm BST

Dr Neil Alexander-Passe

Sign up for the webinar today



#succeedwithdyslexia

Our FREE webinar event is led by one of the UK neurodiversity sector's most recognised names, Dr. Neil Alexander-Passe!

He's the author of *The Successful Dyslexic*, *Dyslexia and Mental Health* and *Dyslexia and Depression*, and a real expert in how we can support the well-being of neurodivergent people.

Together, we'll be exploring why listening to the authentic experiences of our neurodivergent colleagues and learning from those real-life voices is absolutely critical in creating a brighter working tomorrow for all.

Sign up FREE today!

The image is a promotional graphic for a masterclass. It features a woman with long dark hair, looking thoughtful with her hand to her chin. In the background, there's a blurred office setting. The text 'Positive Dyslexia Engage Inspire Achieve' is on the left. On the right, it says 'MASTERCLASS WELLBEING, MENTAL HEALTH AND NEURODIVERSITY MAY 17 TH'. A banner across the middle reads 'RAISING AWARENESS. JOIN THE CONVERSATION ABOUT WELL BEING MENTAL HEALTH AND NEURODIVERSITY'. A QR code is in the bottom right corner.

Positive Dyslexia
Engage Inspire Achieve

MASTERCLASS
WELLBEING, MENTAL HEALTH
AND NEURODIVERSITY
MAY 17 TH

RAISING AWARENESS.
JOIN THE CONVERSATION ABOUT WELL BEING MENTAL HEALTH AND NEURODIVERSITY

Fri 17 May 9:00 AM - 4:15 PM
Online, Teams

Welcome to our **Masterclass – Wellbeing, Mental Health and Neurodiversity- Raising awareness** event! Join us for an insightful online session exploring key issues around wellbeing and mental health, including self-esteem, the importance of empowerment and ensuring the child's voice is reflected in social emotional and mental health intervention.

Our expert speakers will share valuable information and practical tips to help raise awareness and support individuals with dyslexia. Don't miss this opportunity to learn and connect with others passionate about mental health and dyslexia advocacy.

Link for more information: <https://bit.ly/DyslexiaMH>

As a special thank you to the WDA for our support for the events organised by Katrina Cochrane, Arran Smith and Donna Stevenson, they would like to offer our network a special £10 ticket for this event: **Please use Code for your £10 ticket: MHWBD**



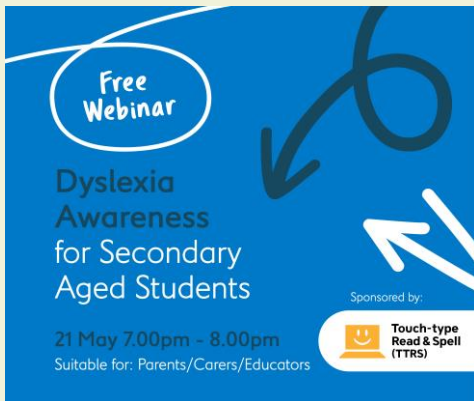
ASL and Technology Online Conference 2024 - book your place now!

One of the highlights of the year is the CALL Scotland ASL and Technology online conference. This year the conference will take place on Thursday 13th June 2024.

Free webinar:

Support Learner accessibility with iPads & Digital Technology - 15th May.

[see more webinars...](#)



Details at: [Events - Webinar - British Dyslexia Association](#)
bdadyslexia.org.uk



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

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

Dyslexia Awareness Week 2024

Sneak preview of DAW24

Dyslexia Awareness Week 2024 will take place Monday 7th October - Sunday 13th October and the theme will be:

What's your story?

To get ahead of planning activities, please [sign up for updates here from the BDA.](#)



[Strategies To Support Pupils With Communication Difficulties - Witherslack Group](#)

On **Wednesday 19 June**, we're hosting a free webinar delivered by Sarah Williams, Senior Speech & Language Therapist from Witherslack Group, sharing advice and strategies for helping teaching professionals in supporting young people with speech, language and communication challenges.

[Register Now](#)

Remember, if you can't make the live webinar, you can still sign up to receive a copy of the recorded webinar the following day.

REMINDERS - EVENTS

Join Professor Julian Elliott
at #BDA24 for...

'The Dyslexia Debate' REVISITED

[BDA24 Conference Promotional Film \(youtube.com\)](#)

The British Dyslexia Association's 13th International Conference, Dimensions of Dyslexia: Evidence and Practice, at the University of Surrey on Thursday 20th and Friday 21st June 2024. To find out more and book your place: <https://www.bdadyslexia.org.uk/servic...>

Now over 10 years since the publication of The Dyslexia Debate, how can the term 'dyslexia' be employed in a valid and meaningful way that will enable all struggling readers to receive appropriate support and assistance? Join Prof Julian Elliott live at our #BDA24 in-person conference to hear for yourself: <https://bit.ly/48EEmbX>

Dyslexia and Dyscalculia Conference
13th September , Twickenham

Our 1st London Conference >



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



CENMAC Thursday Thirty training sessions:

Thursday Thirty free live online training & information sessions are running throughout the Summer 2024 Term.

Join us at 15.30 to 16.00 on Thursday afternoons to find out how a wide range of assistive technologies are used to support learning.

[Click here to register.](#)

RECORDINGS and RESOURCES




[Helpline Q&A webinar \(youtube.com\)](#)



[Dyslexia Awareness For Primary-Aged Children Summer Term \(youtube.com\)](#)

[View presentation slides](#)



Unlocking Potential:
Empowering Primary Schools with Assistive Technology for Students with SEND

15th April, 2024
10.00am BST

Learn from the best! Expert Georgina Durrant talks about SEND strategies empowered by assistive tech

RECORDING AVAILABLE AT:

[Unlocking Potential: Empowering Primary Schools with Assistive Technology for Students with SEND](#)

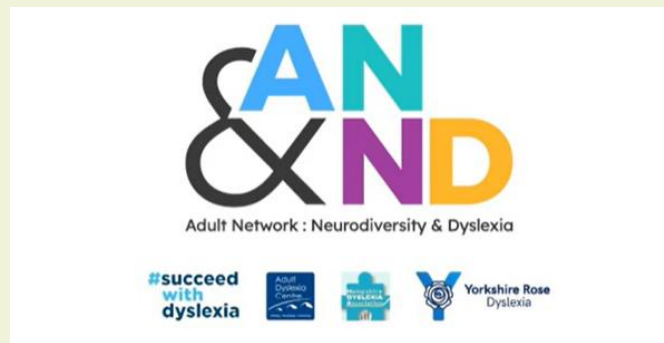
[Julia Clouter](#)

Educators, ready to support diverse learners? Join Scanning Pens and expert Georgina Durrant for an insightful FREE webinar on leveraging assistive tech in classrooms. Attend live or on-demand for valuable insights!



[What is Dyslexia? \(youtube.com\)](#)

This 2 minute animated guide covers all the basics of what dyslexia is, what strengths and difficulties someone with dyslexia experiences and what helps them to be their best selves.



[Session 5 - The power of neurodiversity \(youtube.com\)](#)

During [#NeurodiversityCelebrationWeek](#) we were joined by the fantastic 'Succeed with Dyslexia' ambassadors Donna Stevenson and Steve Parke as they explored the power of neurodiversity. In this webinar they shared experiences, celebrated strengths, and discussed supporting familiar challenges.

Get ready to feel inspired, learn some things and have a few laughs too 🥰

[Session 6 - When to get an assessment for dyslexia? 🧠 \(youtube.com\)](#)

We chat with dyslexia specialist and assessor Katrina Cochrane about when to get an assessment for dyslexia. Katrina is the Founder of Positive Dyslexia Ltd, an author, and a member of the British Dyslexia Association Accreditation Board.

More videos available on the [Adult Dyslexia Centre \(ADC\) - YouTube](#)



Are you a parent or carer looking to learn more about the educational support children and young people with SEND are legally entitled to?

FREE webinar - 'The SEND journey and your rights as a parent/carers'

We'll be explaining what support children and young people with SEND are legally entitled to, and what you can do if the law isn't followed. We'll also talk you through the range of support we have at IPSEA and share where you can find helpful guides and resources.

Couldn't attend the live event? You can also request a copy of the webinar recording via this link:

[Book your free webinar place](#)



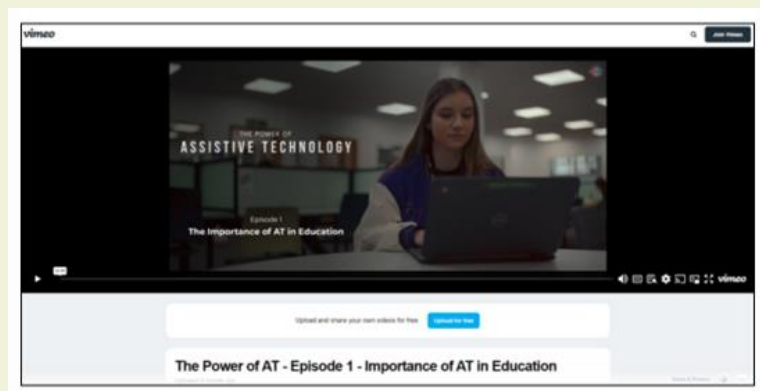
Empowering accessibility across the curriculum

Learning needs such as dyslexia can affect students across all subject areas. So it's important to provide students with consistent, curriculum-wide support.

Tune in to learn how the trio of Texthelp tools can empower students with seamless and consistent support.

[Discover the Texthelp Trio](#)

The Power of Assistive Technology films



The British Assistive Technology Association (BATA) is on a mission to raise the voices of children and young people in education, teachers, parents and SENCOs to discuss the benefits of assistive technology and the barriers that are still faced by children and young people in the UK education system.

To help they have created a series of three films focusing on the stories of pupils with SEN and their journey through education and the impact it has had on their lives. The films can be used for staff meetings, INSET days and school assemblies to show how assistive technology can change the lives of people using it.

[> Read the blog and access the films](#)



Can you suggest any technology to help me improve my planning and organisation skills?

Read the answer in full [here](#).



[Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia... \(youtube.com\)](#)

Do you know the differences between [#dyslexia](#), [#dyspraxia](#), [#dyscalculia](#), and [#dysgraphia](#)? This short 6 minute video helps you understand the differences, similarities, and overlaps.

[Blog | Neuron Learning](#) – for pack below plus various webinar recordings and articles.

Make Math Connect Activity Pack: Number Lines
Free printable math activities for grades K-5

Free Maths Activity Pack – Number Lines for Students K-5
by Neuron Learning Team | May 9, 2024 | Maths

Number Lines – Free printable math activities for grades K-5 Building early skills with number lines is crucial for success in primary/middle and secondary/high school mathematics. Give your K-5 students a head start with these fun activities– Perfect to get a...

Use this Free Calendar of Maths Activities to liven up your classroom during May.

😊 Daily Math Moments 👍

Challenge your primary school students each day with these ready-to-use playful math activities.

[Download your free calendar here](#)

Caroline Bateman writes:

My new full-time role at Kingston University leaves me with less time for Achieve Now. That doesn't mean I'm no longer driven to support neurodiverse learners. I am still creating courses and videos to pass on what helps learners achieve academically, some of which you might find helpful.

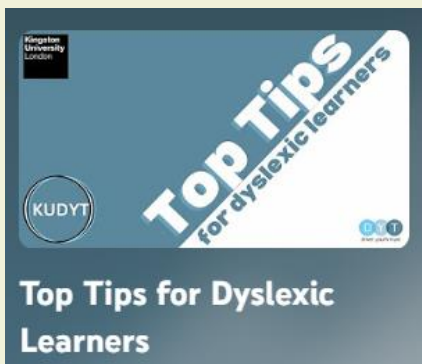
New YouTube Channel

I have a new YouTube Channel called **KUDYT**. Strange name I know but it is the initials of Kingston University and the Driver Youth Trust who are collaborating to educate teachers to make curriculums accessible to students who find reading and writing difficult.



[Kingston University & Driver Youth Trust - YouTube](#)

Within this channel, I have created a playlist **Top Tips for Dyslexic Learners**. Not dissimilar to the Achieve Now YouTube channel but given how quickly technology advances, some videos will be more up to date.



[PLAY ALL](#)

Top Tips for Dyslexic Learners
[Kingston University & Driver Youth Trust](#)

0:41 - [Intro to playlist - Top Tips for Dyslexics](#)

2:21 - [Immersive reader in Microsoft word](#)

3:09 - [Read aloud in Microsoft Word - How to switch it on & use it to get better grades.](#)


2:11 - [Dictation in Microsoft Word](#)










2:08 - [How to make webpages accessible using Microsoft Immersive Reader](#)



1:31 - [How to add & use Open Dyslexic font in Microsoft Edge](#)

2:41 - [eBook Central - How to switch on and use - Read aloud & Open Dyslexic font](#)

Designing for users with dyscalculia or low numeracy



Do...		Do not...				
round numbers to the nearest whole number		use decimals unless it's money				
leave space around numbers		overwhelm people with too much content				
fill in the information you already have		expect users to repeat or remember numbers				
use sentences to add context about numbers	1 in 20 people have dyscalculia	use tables and grids without explaining what the numbers mean	<table border="1"><tr><td>2231</td></tr><tr><td>2578</td></tr><tr><td>11</td></tr></table>	2231	2578	11
2231						
2578						
11						
let people include spaces when entering numbers	12 34 56	rush users to enter a number accurately				
user research with people who struggle with numbers		force people to enter a number or do a sum to verify themselves				

The accessibility team at the Home Office published a blog post called '[Dos and don'ts on designing for accessibility](#)'. The post was to promote a range of posters which could help people design more accessible services. The [Home Office accessibility posters](#) are free to download and provide tips on designing for different impairments including dyscalculia and dyslexia.

You can:

[View the dyscalculia poster as HTML](#)

[Download the dyscalculia poster as HTML](#)

[Download the dyscalculia poster as a PDF for print](#)

[Read the research on the dyscalculia poster](#)

Dyslexia - transition from primary to secondary school

The transition from primary school to secondary school can be daunting for children with dyslexia. Most primary and secondary schools work together to put in place strategies which will help. Arrangements must be made before the child moves to secondary school. If you are unsure about what the arrangements are, contact your child's primary and secondary schools.

The challenges

Moving to secondary school can create difficulties for some of these reasons:

- There are lots more teachers and more children – have to remember more names
- Change of classroom every period – have to get to know new locations
- Finding their way around – directional difficulties
- Timetables – have to know where they should be and when
- More books and equipment – what is needed each day is different
- Lots of homework – what to do each evening needs organisation
- New terminology in subjects – information overload
- Lack of confidence because of unfamiliarity
- New support staff

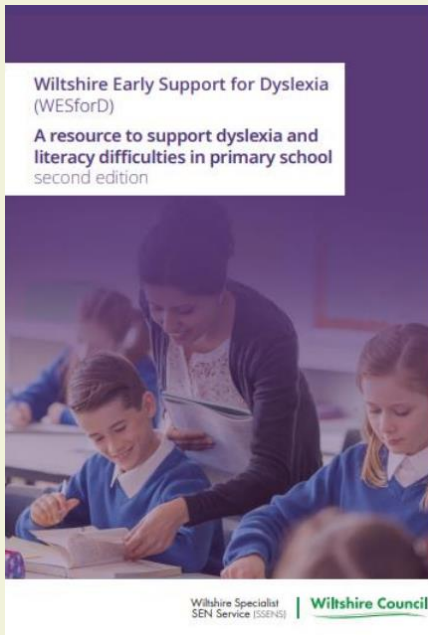
How to help

- Make sure all teachers know that your child is dyslexic. You might have to do this each year.
- Help your child to read timetables. Make several small blank timetables which you can help your child to fill in (keep spares for when they get lost).
- Help your child to colour code books/equipment and match it to a colour on the timetable.
- Encourage your child to put a big copy of their timetable on their bedroom wall or somewhere it can be seen easily.
- Remind your child each evening what day it is and what equipment is needed for the next day. Get them to prepare their bag the night before.
- Get them into the habit of checking their bag for homework each night.
- Ask the secondary school to consider a buddy being allocated to them to help with directions, where to go.
- Ask the school for a glossary of terms used in new subjects so that you can find out the meaning of words before work begins.
- Provide access to as much technology as possible. Ideally your child should have their own laptop with spellchecker, predictive software and access to a printer at home.
- Encourage your child to explain to teachers how they learn best and what they need to support the learning process.
- A meeting should be held after a few weeks settling in to review progress and identify any difficulties.
- School staff should have a knowledge of the relevant legislation, rights of the child and responsibilities of the parent or carer to best support the pupil before, during and after transition.



Dyslexia Scotland
Charity No: SC 000951
Registered No: SC 153321
Dyslexia Scotland © 01/18

Dyslexia Scotland Helpline
0344 800 8484
helpline@dyslexiascotland.org.uk



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 \(PDF 94.94 KB\)](#)

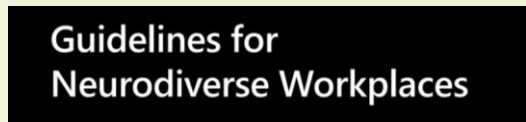
Free to access information sessions are run by SSENS, these slides accompany the sessions and may be useful for schools who have not been able to attend.

[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



[Michael Vermeersch Accessibility Go To Market Manager at Microsoft](#)

Updated! Our [#accessible](#) and [#inclusive](#) workplace handbook, now including guidelines on neurodiverse workplaces: [The Accessible and Inclusive Workplace Handbook \(microsoft.com\)](#)

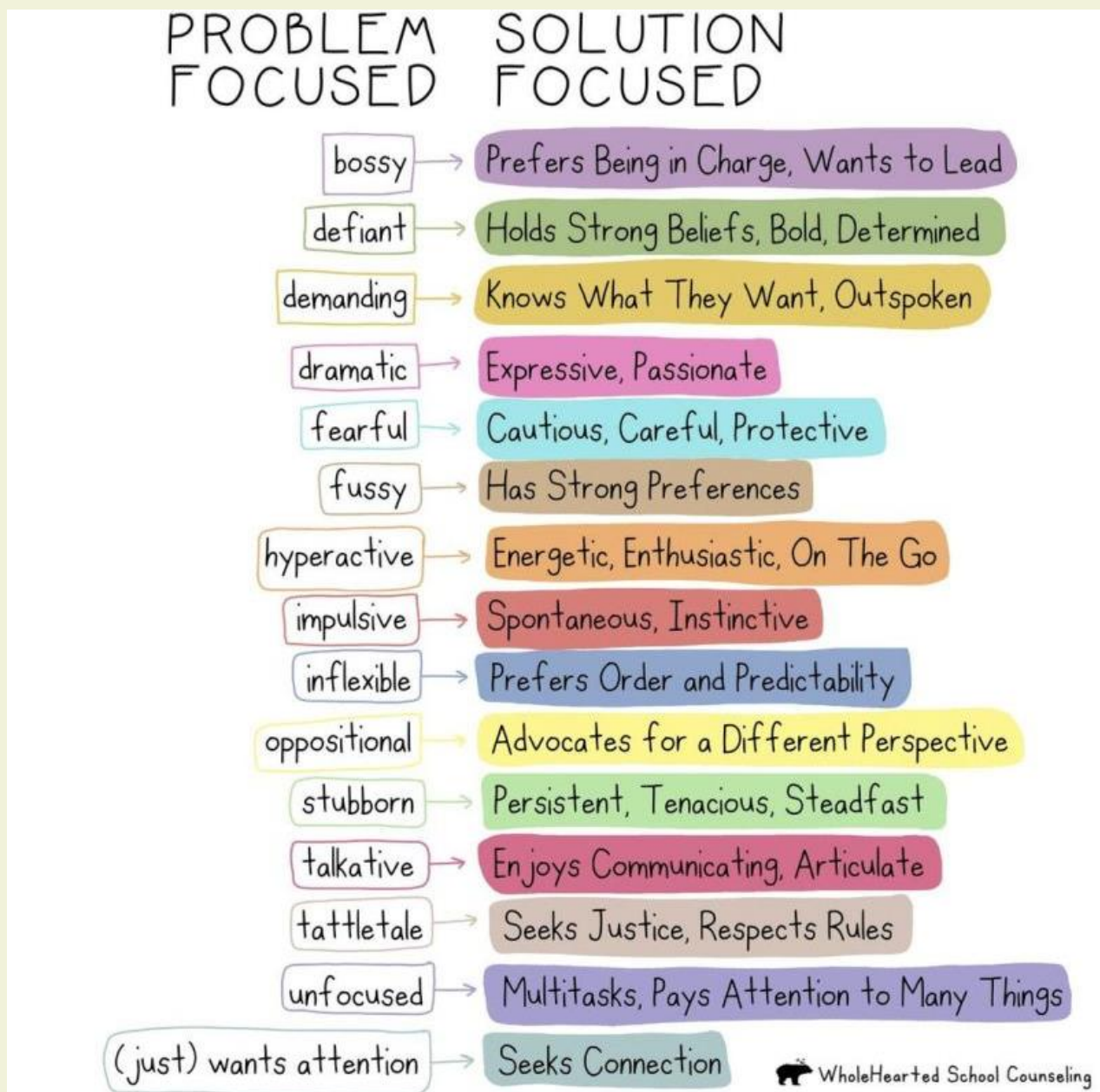


[Kate Halpin](#)

If you have been following me for a while, then you know that I love a good perspective reframe. Often if we press pause and look at behaviours from a different [hashtag#perspective](#), we may be surprised to see a strength being presented rather than the initial negative assumption.

The [hashtag#Neurodiversity](#) movement encourages us to shift our dialogue and [hashtag#UnconsciousBias](#) away from the exhaustive focus on deficiencies and deficits and rather towards acceptance.

Moving forward, to create [hashtag#neuroinclusive](#) [hashtag#workplaces](#) we need dedicated [hashtag#allyship](#). We need allies to [hashtag#advocate](#) for others in the [hashtag#workplace](#), to challenge biases and to establish psychologically safe spaces where people feel seen, heard, valued and respected for their differences.



Dyslexia Early Intervention: Tips from an Expert – New York Family

Kaitlyn Riggio March 11, 2024

Statistics from the [Yale Center for Dyslexia & Creativity](#) show that dyslexia affects 20 percent of the population and accounts for 80 to 90 percent of all those with learning disabilities, making it the most common neuro-cognitive disorder.



While dyslexia is a chronic condition that's rarely cured, early identification and intervention can help build essential skills for reading, writing and comprehension.

Early signs of dyslexia and intervention practices may vary from person to person. We sat down with [Dr. Rebecca Mannis](#), neuropsychology learning specialist and founder of [Ivy Prep](#). Her practice has helped people on the Upper East Side and worldwide for over 30 years.

We asked Dr. Mannis about signs of dyslexia that parents can look out for and what intervention may look like.

Click in the title link to read the whole article covering the following headings:

What are some early signs of dyslexia that parents can watch out for?

Toddler/preschool

Preschool/primary school

What does early intervention for dyslexia look like?

How can parents and schools support a child with dyslexia?

What do accommodations typically look like for dyslexia, at home and in the classroom?

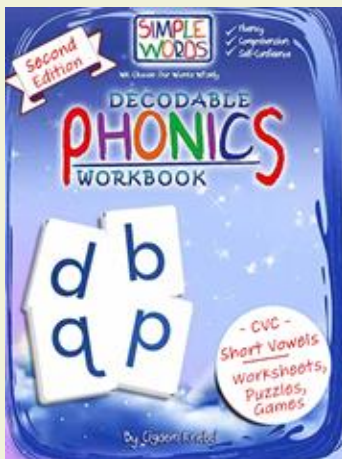
What would workarounds look like in everyday life?

Support from parents is important for children with dyslexia.

How can parents show their emotional support for their dyslexic children?



FREE Phonics Workbook - BLENDS



- WB #1 - CVC - Short Vowels (120 worksheets)
- WB #2 - Blends (160 worksheets) NEW!!!
- WB #3 - Digraphs (coming soon)
- WB #4 - FSZL & Double Consonants (coming soon)
- WB #5 - Welded Sounds (-ng, -nk) (coming soon)
- WB #6 - Open Syllables & -all (coming soon)
- WB #7 - VCe (silent -e) (coming soon)

Download your **brand-new** and **extended activities** and start using them today!

Watch out for the next emails when the upcoming workbooks are ready for download. And don't miss the few **updates** we did on the **CVC workbook!**

[**DOWNLOAD NOW**](#)



The lowdown on topics from across teaching, funding and pedagogy, brought to you by EdTech champions Scanning Pens.

Kickstarting assistive tech interventions and challenging sceptical parents

The majority of parents and caregivers feel relieved when assistive tech enters into the equation: even if dyslexic learners need time to adapt to the idea, it's reassuring that they're no longer sitting in class going it alone.

Yet that's not *always* the case. Sometimes, the strongest resistance to reading support tools comes not from the learners themselves, but their families. But ongoing parental support is a huge part of ensuring that learners using reading tools feel confident, and stick at it.

In order to get the tech that learners need into their hands, we might have to refute some challenging beliefs sometimes. Let's take a closer look...

Understanding the reasons

There are a number of reasons why a parent or caregiver would be resistant to the implementation of assistive technology. Some...

- ...don't want their learners to be thought of as different, divergent, or less skilled than their peers. They worry about bullying, and the student's self-esteem.
- ...are worried a dyslexia diagnosis will mean students get 'written off' by educators as a lost cause, or students themselves will develop the idea that 'there's no point trying because they're already going to fail'.
- ...simply worry about the cost, both in terms of initial outlay and replacing damaged devices.
- ...worry AT will make the learner lazy, or that they'll stop trying to develop fluency and rely only on reading support.
- ...who are dyslexic themselves might think that if they've managed to do well in life with low literacy, their child can too— so there's just no need for reading support.

What can we do during those initial support conversations?

✓ Make sure to fully explain dyslexia and support

It's important to reassure parents and caregivers that dyslexia doesn't mean that there's anything 'wrong', and it doesn't mean that learners aren't going to be able to succeed academically. They just learn differently, and support is how we level the playing field.

Explain it's not about unfair advantage or marking them as different— you might mention many neurotypical learners use AT, too, and social stigmas are very much in decline.

Be open about cost, if there is any: many households need to think more about finances since the cost of living increase.

✔ **Be explicit about what learners are facing**

Kids undergo lots of testing these days, and Covid learning loss has meant big student workload increases. Some adults haven't seen the sheer amount of reading in today's classroom, and some might just underestimate how important literacy is now for tests and future employment.

Explaining the scale of AT impact might be key. And impress that reading needs affect every aspect of learning, not just reading comprehension: dyslexia doesn't stop at their English class door.

✔ **Focus on strengths too**


Frame support around accomplishments too. As well as discussing how it might help them where skills are weaker, tie it into interests and gifts:

"[Your student] a talented musician, and with the right reading support they'd be able to excel at the theory too and go to college," can mean a lot when families are worried about a student's academic future.

✔ **Choose durable devices**

It's a valid fear that a damaging reading support might mean replacing it. That's why it's important to pick durable solutions: smaller devices like reading pens are going bump around 5 days a week in pencilcases, bookbags and pockets.

The last thing learners need is a shattered touchscreen, so sturdy frontpieces and buttons are *vital* to avoid expensive breakages. ([We've got a suggestion, actually](#)).

44 Myths About Dyslexia Debunked	<u># Get into Neurodiversity 44 Myths About Dyslexia Debunked</u>
	All 11 parts now available
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[BBC.CO.UK](https://www.bbc.co.uk)

[BBC One - Race Across the World, Series 4 - Brydie and Sharon Mother and daughter from Kent](#)

A mother and daughter team learning to embrace the challenges of travel and dyslexia. I have had to fight for her and I will carry on fighting for her. 'Course I will, I'm her mum."

Massive well done to Sharon and her dyslexic daughter Brydie who shared their story and showed their resourcefulness, resilience and strong bond.



[I've been a journalist for 20 years - but I kept my dyslexia a secret](#)

Journalism is a career based on words and collating information, both of which I can find a struggle, says Rich James – Executive News Editor

Rich James was told that he should not bother applying for journalism because of his dyslexia.

I was once told by a university professor to not bother applying for a journalism course because I'd have absolutely no chance of getting in, let alone making it in the industry, due to my dyslexia. I've been a journalist now for 20 years, and it's been a pleasure to prove him wrong.



Being a journalist is the only career I ever wanted; it remains a vocation rather than a job. It also seemed, with my awful handwriting and endless misspelt words, a rather far-flung fantasy when I was at school.

It's no surprise then that the professor's words – and other comments I've had over the years – have affected me.

[Read his interesting account at I've been a journalist for 20 years - but I kept my dyslexia a secret](#)

Hayward summed it all up best I thought.

"Dyslexia is just part of who I am, it enables me to think differently. The best advice I could give anyone – don't spend your time trying to improve something you are inherently you are never going to be that strong at. Focus on the thing you are really, really, really good at and use that – don't have it tied to your self-worth."



[Scottish sculptor to raffle distinct hippo table for charity | The Herald \(heraldscotland.com\)](https://www.heraldscotland.com)

By Josh Carmichael

A Scottish sculptor known globally for his distinctive glass-topped coffee tables is to raffle a bespoke piece for charity.

Ayrshire artist, Mark Stoddart, has seen his work snapped up and shipped across the world for exclusive clients. From being sold to billionaires and celebrities, to Saudi Arabian royalty, the pieces are often well sought after and fetch hefty price tags.

Mr Stoddart is known for his coffee table designs featuring wildlife, and his hippo tables specifically, and now the public will have a chance of getting their hands on one.

An exclusive raffle has been announced offering a bespoke bronze sculpture as the grand prize worth upwards of £45,000. Entrants also have the chance to win two separate runner-up cash prizes of £5,000 and £1,000 donated by Mark.

All proceeds from the raffle will be donated to local and international mental health charities and neurodiverse causes, with tickets costing £5.

Mark is hosting the raffle in collaboration with Scotland South Rotary District 1320.

He said: *"Creating this piece was a journey into the intricate balance of nature, and I'm thrilled to be able to use my artistic talent to contribute to such significant causes through this raffle. Having spent my life enduring the challenges that neurodiversity brings I am committed to utilising the success of my art to help raise awareness and bring about change for those experiencing similar challenges."*

At the age of 13 Mark was introverted, withdrawn, had zero confidence and all the different forms of dyslexia you can have. I left my home in Scotland to attend a special school in Sussex, England called 'Frewen College' (Previously Brickwall House).

Never did I realise that this school would be the turning point in my life! I spent 5 years being taught in a way that I could understand.

Learning and developing, being treated with such care, kindness, trust and respect from the teachers as well as my fellow pupils, I found self-belief and intelligence that I never knew I had!

At 18, I left with the confidence and desire to achieve and cope with my dyslexic symptoms. It was at the age of 32, after returning home from a holiday in Kenya, that I was inspired by a vision of a hippo in the water; the rest is history.

My sincere tributes of appreciation go to those people who have helped me along the way and are still helping me to this day!

Mark is an avid supporter of Dyslexia Scotland and the work that they do in helping people with Dyslexia, a subject very close to Mark's heart. Mark was honoured to receive an invitation from Alex Salmond, First Minister of Scotland, to attend a reception at Edinburgh Castle to celebrate the work of Dyslexia Scotland.

My Dyslexia Story: Jean Swain

Tuesday 9 April 2024

I don't think Dyslexia was recognised when I was at school. In my junior school, we were streamed. The A stream was for the more academic pupils, B stream was for the rest of us. I was in the B stream.

When we were 11 years old, we took an exam called the 11 Plus. Those who passed went on to Grammar school, they were considered academic and had a chance of going on to further education like University. The others like myself went to a Secondary Modern school and left at 15.

Job prospects were limited, possibly an office job, working in a shop or a factory. I can still remember the shame of failing the 11-plus. But I also remember thinking that it was a very unfair system to label a child a failure so early in life and it was then I decided I was going to be a teacher when I grew up and no one would feel a failure in my class.

I had a succession of office jobs then I got married and had my son Stuart. When he was small I decided to go to Brixton College and gained O levels in English Language and Literature, but still no mention of Dyslexia. I then applied to college and gained a Bachelor of Education and I taught for many years before becoming a Refugee Advisory teacher.

"I did and do struggle, and find everything I do takes me far longer than most people."

To this day my writing is very untidy, my spelling not that good and I sometimes find it difficult to read and pronounce longer or unfamiliar words.

My short term memory is also poor. I must have been about 40 when I decided I would like to try to take a math course and exam. It was only then a friend who I had not realised was a qualified dyslexic teacher told me she had recognised dyslexia in me. She assessed me and wrote a report and I was given extra time in my Maths exam. I still did not comprehend what it meant. I don't think I spoke about it to family or friends. It was only when I applied and started a course at the Bishopsgate Institute when I was in my 70s that I realised the significance of it.

A lecturer mentioned disabilities and dyslexia in the same sentence, and I had a 'light bulb moment'. I stopped the course and decided to write a book about my life living with dyslexia. I wrote 2 books which were published on Amazon: *Have you ever eaten frozen fish fingers* and *I used to be a buddy, now I need a buddy*.

Talk about it!

I have not realised until writing this that I have never really spoken about it to anyone except my partner. Even when I was diagnosed I don't think I told anyone I just used it to get extra time in a maths exam. My partner is great it is not easy living with someone with memory problems. I think he is used to having to repeat himself again and again.

My advice:

Having someone believe in us and encourage us, always being there for us, telling us we can do it, is worth its weight in gold.

They have bequeathed us a lifetime gift that can get us far. But eventually, we have to believe in ourselves, other people's belief in us, has to transform into self-believer. Even then, the reality for dyslexics is not that simple.

Dyslexia is still very misunderstood and sadly not everybody has someone behind them who is



supportive. So, the step to self-belief can be even more difficult. Unlike me please do not spend a lifetime thinking you are stupid or slow you are not you're dyslexic.'

Please do not judge anyone on their handwriting, spelling, reading ability, or if they appear to have memory problems.

[Richard Branson Founder at Virgin Group](#)

I stumbled across this school reports from the Easter break, 65 years ago. It felt very fitting to hear that I was “very backward” in spelling and reading – as I get set to launch my audiobook next week! In case you can’t read the handwriting, here are a few highlights:

Classics: “Very keen but handicapped by a bad memory. Some progress.”

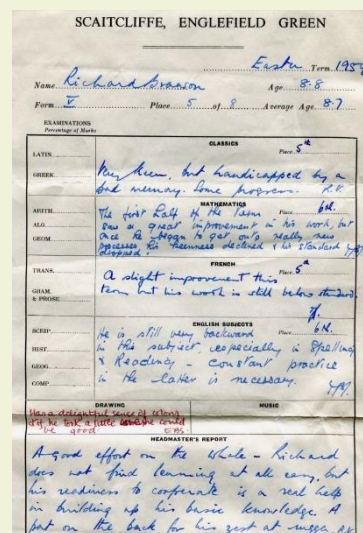
Mathematics: “The first half of the term saw a great improvement in his work, but once he began to get onto really new processes his keenness declined, and his standard dropped.”

French: “A slight improvement this term but his work is still below standard.”

English: “He is still very backward in this subject, especially in spelling and reading - constant practice in the latter is necessary.”

Drawing: “If he took a little care he could be good.”

Going through school with undiagnosed dyslexia wasn’t at all fun, but I’m glad I didn’t let it squash my big ideas. I hope this inspires anyone out there who might be struggling at school right now. Just remember there’s a whole lot more to life out there, and one day you’ll be able to look back on these reports and smile.



[Kate Griggs | Founder & CEO at Made By Dyslexia](#)

♥ I absolutely LOVED making this podcast episode so please grab a coffee break and take a listen!

Today, we are wild with excitement to release our latest episode of [#LessonsInDyslexicThinking](#) with our NEW [Made By Dyslexia](#) Ambassador, [BBC](#) Wildlife presenter and Zoologist, Megan McCubbin 🐞

Listen in to hear:

- 🎧 Why dyslexics are naturally curious (and how she grew up with a bedroom full of cockroaches, snakes & poodles)
- 🎥 Why TV is a natural habitat for dyslexics (thanks to [#DyslexicThinking](#) skills: communication, teamwork & passion)
- 🗣️ Why it’s vital to be open about your dyslexia at work (and what surprising thing happens when you are)

The full episode is available on Apple, Spotify or Amazon: <https://apple.co/3P2uX6m>.

With thanks to [Dyslexia Cornwall](#) – a poem written by one of their members about her neurodiversity.

ON THE EDGE OF CHAOS

By Abby Waters

I live on the edge of chaos.
Clothes on the floordrobe, make-up in the sink.
I struggle to think about finding my way to order.
Be more her! She can show up on time!
I load myself with guilt, shame, blame, unexplained pain.
I lose my phone so regularly you could set your clock by it.
Oh the irony of that.
The fact is I stumble and fumble, trying hold on to the unravelling threads.
My life unwinding, like a cat that has a hold of a ball of wool.
I stand outside doors unsure if I should enter.
Because I am somewhere on the spectrum, my brain is filled with a net.
Thoughts leek out like a crack in a dam, or an unwanted tear.
It comes with a paralyzing fear of, forgetting, or messing, or loosing, or choosing the wrong way.
Always gasping for names, places, faces, how to tie my laces
Ideas linger like wisps, or fog, or traces of smoke.
Hard to catch, even harder to hold,
I forget appointments, a regular course of disappointment.
The no shows, the late texts, saying sorry again, again.
The shame seeps out of my pen.
It's a fine line between calm and chaos.
Overlooked birthdays, first dates, old mates, the washing, the drying,
Not understanding direction, or instructions, or how to function
I lose track of time, in the shower for over an hour feels like 5 minutes.
When time has no substance or physical form,
And I struggle to conform.
They joke about winging it, but I literally feel like I am flinging myself through life,
A catastrophic kaleidoscope of chaos
That follows me like a stalker,
I self soothe, a rock, purse my lips and stand on a tilt,
Always trying to hide my guilt.
It's in built, the structure of my brain is just different,
It like its tangled.
Newfangled, a spiderweb of electrons just knotted like
A cherry stem twisted on the tongue.
If only you could see inside,
you would widen your eyes in wonder, at how I blunder my way through life.
I sometimes sit frozen,
The weight of a task pushes down until I
Can't breathe. So, I sit on the edge of Chaos
Feeling lost in the vastness of my brain,
Until I can gain control, that is just how I roll.



Some of the best words literally ever:

Bamboozled	Flabbergasted
Discombobulated	Shenanigans
Cattywampus	Lollygag
Malarkey	Kerfuffle
Brouhaha	Nincompoop
Skedaddle	Pumpernickel
Doohickey	Thingamajig
Persnickety	Whatsit
Whatnot	Whatchamacallit
Gobsmacked	Flummoxed
Flibbertigibbet	Dingleberry
Tenterhooks	Gobbledygook
Poppycock	Canoodle
Whippersnapper	Codswallop



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WDA details - see our [flyer](#)



[Wiltshire Dyslexia Association](#)

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

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

[BDA Guide for Parents](#)

[BDA Employers Guide](#)



You can help Wiltshire Dyslexia Association WIN a massive £1,000 donation by entering #easyfundraising's new travel giveaway! Taking part is easy, just visit their competition page and click any of the travel brands listed.

If you're not supporting us on easyfundraising yet, now's the perfect time to get involved and increase our chances. Winning this prize would make a real difference to our fundraising!

Please sign up here:

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