

Welcome to the latest edition of our WDA newsletters.

### NEWS



#### Findings from the Delphi Dyslexia Study

As many practitioners will be aware, in January 2021, SASC initiated an extensive consultation process to consider issues related to the assessment and identification of dyslexia. The results of this consultation were initially intended to be released in April 2023, but the scope of this was extended to include further input from key researchers and a range of stakeholders. This process included a working relationship with the authors of The Delphi Study being undertaken by Professor Margaret Snowling (Oxford University), Professor Julia Carroll (Coventry University), Paul Thompson (Warwick University), Philip Kirby (Kings College London) as well as Lynn Greenwold and Caroline Holden (Chair and Vice-Chair of SASC).

The Delphi study included two rounds of surveys where dyslexia experts including academics, specialist teachers, educational psychologists, and individuals with dyslexia were asked their views on a range of key statements related to dyslexia. The BDA were asked to respond to these surveys and did so with the best interests of those we work with and aim to support at the heart of our responses.

After more than a year of research, two papers summarising the findings of The Delphi Study have now been published in draft format on the Open Science Framework:

**Paper 1:** Carroll, J., Holden, C., Kirby, P., Snowling, M. J., & Thompson, P.A. (2024) forthcoming. 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) forthcoming. Towards a consensus for dyslexia practice: Findings of a Delphi study on assessment and identification. <https://osf.io/preprints/edarxiv/g7m8n>

Within the first Delphi paper is a definition of dyslexia gained from some of the key statements from the study. These were the statements that, after the two rounds were completed, were agreed upon by the majority of contributors. This has usefully been grouped for clarity in the Briefing Paper: SASC and the Delphi Dyslexia Study 2024 as:

## Nature

- The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.

## Manifestation

- Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.

## Impact

- In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments. Across languages and age groups, difficulties in reading and spelling fluency are a key marker of dyslexia.

## Variance and co-occurrence

- Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity. Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language. Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

[sasc-briefing-paper-delphi-dyslexia-study-may-2024-final.pdf](#)

The BDA has reviewed the definition proposed by the Delphi study paper and agree with its content. We recognise that this is the result of three years of work involving a wide range of stakeholders and thus that it is based on sound investigation that has listened to the voices of many appropriate parties. We would be happy for professionals to refer to this definition from here forward.

The Delphi study paper is still to be reviewed as part of the academic research process and it is possible that changes may be made. In light of this, the BDA is monitoring the progress of this review and will ensure that our members, stakeholders and those we aim to support have access to the latest information. We will also share further guidance from the SpLD Assessment Standards Committee (SASC) when it is published.



Department  
for Education

Help government services to be more accessible and inclusive by participating in research.

## Participate in research

The DfE aims to identify accessibility issues in content and services, and to find areas for improvement.

[Find out more and participate.](#)

## Members' Get-Togethers – BDA and WDA

The BDA held the first virtual members' get-together at the end of May. The discussion starter was 'Feeling Organised not Overwhelmed'.

It was great to hear so many members getting involved and happy to share their experiences.

[Read more](#)

## New statistics on Education, Health and Care (EHC) plans for 2024 are now available!



Key highlights include:

- \* 575,963 children and young people in England now have an EHC plan, a significant increase of 11.4% from the previous year.
- \* 84,400 new plans have been issued (which started during 2023).
- \* Despite the rising numbers, local authority timescales have improved slightly, with 50.3% of plans issued within 20 weeks.

For a deeper dive into the data and what it means for our sector, check out the full report: EHC Plans 2024.

View the full report: <https://ow.ly/zTjg50ShSNR>



[Depressingly awful data and our 2024 EHCP Hall of Shame reveal the sad state of disabled children's education, with growing numbers out of school - Special Needs Jungle](#)

By [Matt Keer](#) June 14, 2024

Read article in title link.

## DARREN CLARK

Do you have a story around Neurodiversity?

I'm bringing back the award winning [Neurodiversity Stories](#) for SEASON 2.

This is a series of interviews which will be streamed live on Friday morning.

My goal is to continue to educate, inspire and motivate people to see a different side to Neurodiversity.

Over time we will be covering many aspects of Neurodiversity, Dyslexia, Dyscalculia, Hyperlexia, Autism and ADHD plus many more.

Do you have a story that you would like to share I would love to interview you.

Here are a few examples:

- Inspirational story off how you have overcome your challenges.
- Living / Working with someone who is Neurodivergent.

This is just some examples but as we are wanting to show all aspects of Neurodiversity I would be delighted to hear from you if you have any other topics that you can share.

### SO HOW DOES THIS WORK

- All interviews will be recorded on a Friday morning Live.
- All interviews will be no longer than 45 minutes.
- I will help you share your story with some questions.
- Some time will be allowed for any questions if you are happy to answer them.

This will be very relaxed with the objective of educating, inspiring and motivating people to see a different side to Neurodiversity

Please let me know if you would like to take part - [Neurodiversity Stories: About | LinkedIn](#)



# [Petition · Ask Labour Politicians to Exempt SEN School Fees from VAT - United Kingdom · Change.org](#)

## Why this petition matters

Started by [Michelle Catterson](#) – Chair of the BDA

As the Headteacher of a Specialist Independent school where all pupils have Special Educational Needs (SEN), I see firsthand the potential impact of the VAT on fees policy will have on families. 70% of our pupils have an Education, Health and Care Plan (EHCP) and we collaborate with 11 different Local Authorities to provide necessary support. However, 30% of our families pay for provision because their child's needs cannot be met elsewhere.

The proposed VAT on school fees will disproportionately affect these families, particularly those with SEN children who often require specialised education that only independent specialist schools can provide. This policy risks penalising children for having needs that require additional support.

We urge Labour politicians to listen to educators and parents about the negative impact this policy will have on vulnerable children before it is introduced, and irreversible damage caused.

All children with SEN should be exempt from this tax burden.

Please consider signing this petition (use link in title) to ensure fair treatment for all students requiring specialised educational support.

### Further details and comment at:

[Removing VAT exemption for independent schools: what could it mean for SEND?](#)

Education looks like a key political battleground, but one issue is dividing the educator community: the proposed removal of the VAT and business rates exemption for independent schools . . .

You can catch [Michelle Catterson](#) exploring the issue further on [Sky News over at her LinkedIn](#).



### New mandatory qualification for SENCOs

Following on from the new National Professional Qualification for SEN Co-Ordinators as the mandatory SENDCO qualification, take a look at this communications toolkit which contains more information to help you!

[Find out more](#)

### ANGELA HIGGS

Caroline Fowke reports with great sadness that Angela Higgs (Hampshire Dyslexia Association) died very recently.

For many years we have worked quite closely, and I have always enjoyed receiving her interesting newsletters.

Over the past couple of years, we have only met during online meetings, but pre COVID she joined us in Wiltshire for a parents' awareness event we organised in Tidworth during Dyslexia Awareness Month in October 2019 – see photo.

In September 2020 Angela was awarded the BDA's Lifetime Achievement Award and Sue McKenna shared with me the following notes.



Angela stepped in to rescue Hampshire Dyslexia Association in November 2018 when the chair and treasurer resigned.

Sue McKenna became treasurer with Angela leading the HDA forward and planning meetings and galvanised the committee. She brought the website up to date spending some money on making it professional. She was a helpline for many years and was AMBDA registered.

She was chair of PATOSS South for over ten years organising at least two meetings per year and built up a very useful set of resources to be borrowed. Many many teachers and students benefited from PATOSS meetings and resources.

Angela was a supervisor on the Masters SpLDs degree at the University of Southampton and was valued for her supportive input.

She was an assessor of particular sensitivity and wide-ranging knowledge. Her reports, in Sue's opinion, gave students and adults a real insight into their dyslexia or SpLD together with many suggestions for future strategies.

She developed her skills in Irlen syndrome and would assess for visual stress. Her handouts and leaflets were always bright and in various colours!

Sue had met Angela in 1992 and in 30 years she never met anyone so generous with her time, knowledge, energy and commitment in the dyslexic world in Hampshire. Angela carried out many assessments Pro Bono when she knew that an assessment would unlock a life changing opportunity.

The BDA Lifetime Achievement award to Angela Higgs was an honour for her, and something of which her family, colleagues and members of HDA can be very proud.





## Sign Up To The WPCC Newsletter

WPCC newsletters are sent out weekly and share local, regional and national Special Educational Needs and Disability (SEND) related information. Find more information about the newsletter and signing up [here](#). Read previous newsletters [here](#).

Latest edition included:

## Neurodevelopmental Pathway Monthly Email Newsletters

If you have a child on the Neurodevelopmental Pathway for autism and/or ADHD, you can sign up for monthly email newsletters which contain signposting, advice, new resources and service updates. To sign up, please email the Single Point of Access (SPA): [vcl.wiltshirespa@nhs.net](mailto:vcl.wiltshirespa@nhs.net) with your details and preferred email address.

## Mixed Media Art Workshop

A special event for neurodiverse young adults (14 to 18) to join Marlborough based landscape artists Becky Borthwick and Heidi Nardoni in a 2.5 hour mixed media art workshop. Young adults will be able to experiment with a range of artistic techniques to create artwork which captures the feeling and memory of iconic movie landscapes.

Students will be able to work individually and together to create their art pieces (A4 board) to take home, as well as to collaborate on larger joint pieces that will be displayed in the cinema.

All art materials will be provided as well as a soft drink and small tub of popcorn for each attendee. Places are limited to a maximum of 12 per session.

Where: **The Parade Cinema**  
When: **Friday 28th June**  
Times: **Session 1 - 10:00am until 12:30pm**  
**Session 2 - 1:30pm until 4:00pm**

Find out more [HERE](#).

## ODEON Autism Friendly Screenings

### What makes a cinema screening autism friendly?

Sometimes you might also see an autism friendly screening being described as a relaxed screening or a sensory friendly screening. This means there are some adjustments in place to help reduce the stress and sensory input people with autism and other sensory sensitivities can experience.

### Some autism friendly adjustments include:

- There are no trailers
- The lights and volume are turned down
- You can sit where you want and move around
- You can take your own food and drink
- Staff are trained in autism understanding
- Carers can get free entry with a valid [CEA Card](#)

### Upcoming autism-friendly movies include:

- Inside Out 2 - **Sunday 7th July 2024**
- Despicable Me 4 - **Sunday 11th August 2024**

Tickets not available until five days before screening and please check with your local ODEON to confirm times.



## North & West Wiltshire - Annual Review - October 2022/September 2023

### Why do we need ReadEasy?

Around **2.4 million** adults in England have low or no reading or writing skills. That is almost **8000** people in our part of Wiltshire.

Imagine your everyday life without reading. The impacts of low literacy include poverty, homelessness, criminalisation, reduced access to health care and other services, low confidence, isolation, unemployment, poor physical and mental health.

### What does Read Easy North & West Wiltshire do?

We are affiliated to Read Easy UK (Registered Charity 1151288) to offer local people:

- \* Confidential, 1 to 1 reading coaching
- \* Friendly, flexible, free support
- \* Half hour sessions twice a week
- \* Approved local venues
- \* Training to become Volunteer Reading Coaches
- \* A community-based, volunteer led and run service

### Our wholly local volunteer-led and run team are here to:

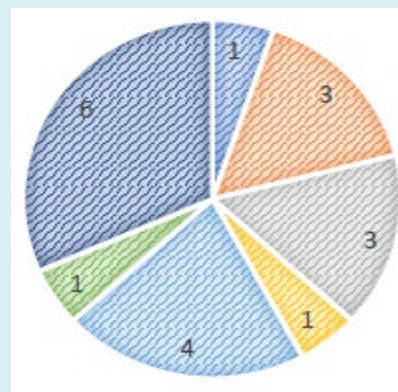
help more readers, support volunteers well and provide a high-quality service across Bradford-on-Avon, Calne, Chippenham, Corsham (Whitley), Devizes, Melksham and Trowbridge.

### Our highlights:

enrolled **3** new local readers, celebrated **2** graduations, coached **22** readers, supported **19** volunteer coaches to help Readers, invested in new specialist resources for reading pairs, grew our team: **7** new coaches **1** new Coordinator.

### READING PAIR LOCATIONS 2022/23

- |                      |              |                |                     |
|----------------------|--------------|----------------|---------------------|
| ■ 1 Bradford on Avon | ■ 3 Calne    | ■ 3 Chippenham | ■ 1 Corsham/Whitley |
| ■ 4 Devizes          | ■ 1 Melksham | ■ 6 Trowbridge |                     |



### What Readers say:

"My confidence has grown thanks to an amazing and patient teacher."

"It's really changed my life."

"Learning to read for me was the best thing I've ever done."

### What our Coaches say about volunteering:

"The most enjoyable and rewarding volunteering role I have ever taken on."

"Being able to make a real difference to an individual in their quest for literacy."

"Knowing that I have got a wonderful support team to help me do something that I love doing."

"It is fulfilling to watch another person blossom in confidence."

## We are **urgently** looking for new Volunteer Literacy Champions to join our team supporting adults learning to read.

Are you ready to play a crucial role in ensuring that everyone, who comes to our local Read Easy for help to improve their reading, gets the support that they need to succeed?

Are you looking for a rewarding, flexible and challenging volunteering opportunity for up to 4 hours per week or 1-2 days per month?

In this role you will:

- Provide literacy support to the Coordinator & Reading Coaches
- Visit reading pairs to advise on specific situations and challenges that Readers and Coaches may be facing
- Contribute to the content, delivery and organisation of bi-monthly coach meetings
- Collaborate in the development of 'Resources Boxes' containing a range of useful activities and resources that Coaches can use to support and extend their Readers' learning
- Attend the Management Team at bi-monthly meetings

**To find out more about this exciting opportunity and joining our committed team:**

Visit the Read Easy website [www.readeasy.org.uk](http://www.readeasy.org.uk)

Email Sue our Volunteer Recruiter [nwwrecruiter@readeasy.org.uk](mailto:nwwrecruiter@readeasy.org.uk)

OR call Heather our Coordinator on 07367100936

## We are looking for a new Coordinator to join our friendly team.

Are you highly organised with strong **communication** and **people skills**?

Do you have time, energy and enthusiasm?

Are you looking for a rewarding, flexible and challenging volunteering opportunity?

In this role you will:

- Enrol new readers
- Use our reading assessment
- Match readers with Coaches
- Visit and support reading pairs
- Collaborate and use initiative
- Keep records and use your IT literacy

**To find out more about this exciting opportunity:**

Visit the Read Easy website [www.readeasy.org.uk](http://www.readeasy.org.uk)

Visit our Read Easy North and West Wiltshire vacancies page

[www.readeasy.org.uk/groups/northwestwiltshire](http://www.readeasy.org.uk/groups/northwestwiltshire)

Email our Volunteer Recruiter Sue Williams to arrange a chat on [nwwrecruiter@readeasy.org.uk](mailto:nwwrecruiter@readeasy.org.uk) or call 07367 100 936

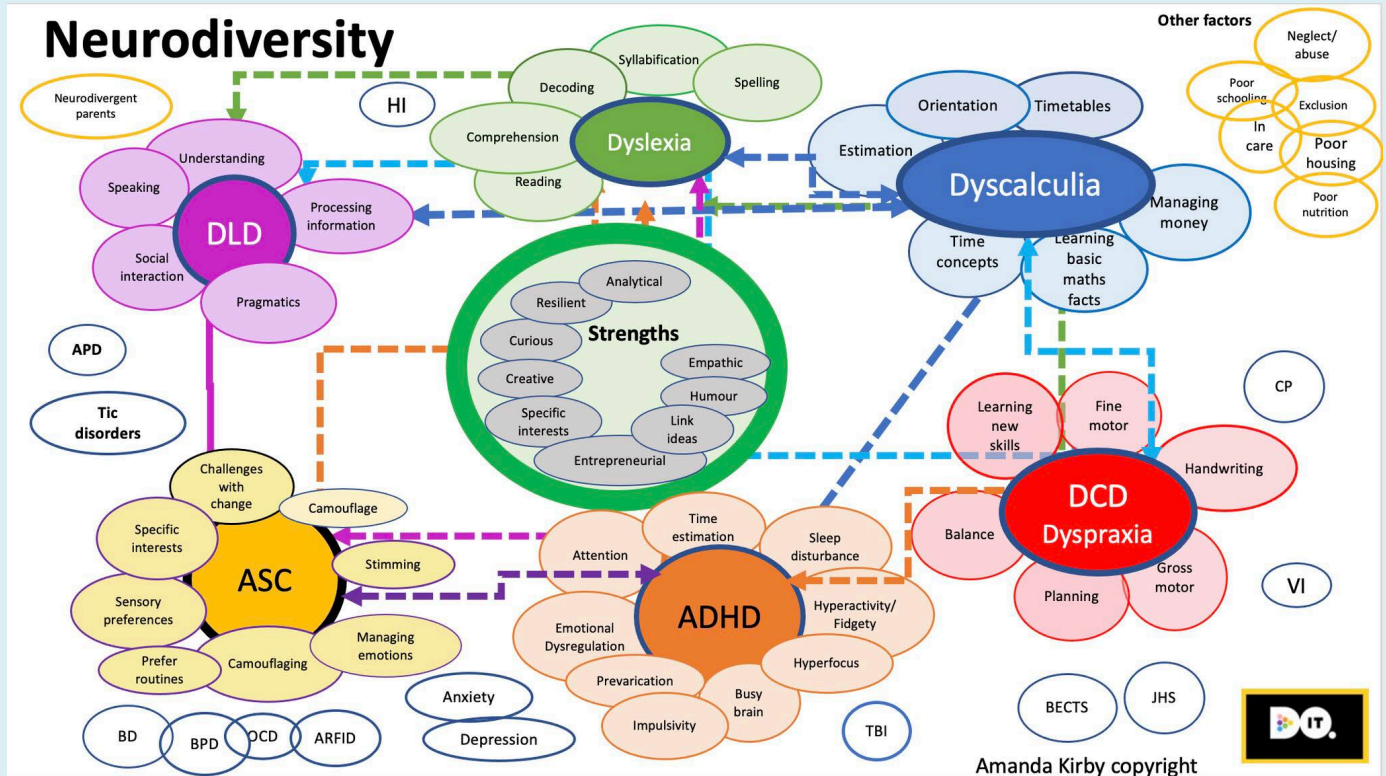


Prof. Amanda Kirby



[LinkedIn](#)

These newsletters discuss all things relating to neurodiversity and provide practical strategies to help all.



This week I am re-launching my 'busy image'.

**What is neurodiversity all about?**

The many different ways we think, act, process, move and communicate.

This map represents common neurodivergent/traits and conditions and also some associated links.

I am sorry it is a busy map . . . but humans are 'messy'!

At this time we still tend to diagnose by challenges and traits/conditions are not defined by strengths. However I have placed strengths at the centre.

I have also included a list of acronyms:

<p><b>What do the acronyms stand for:</b></p> <p>ADHD - Attention Deficit Hyperactivity Disorder          APD - Auditory Processing Disorder          ARFID - Avoidant Restrictive Food Intake Disorder          ASD - Autism Spectrum Disorder          BD - Bipolar Disorder          BECTS - Benign Epilepsy with Centrotemporal Spikes</p>	<p>BPD - Borderline Personality Disorder          CP - Cerebral Palsy          DCD - Developmental Coordination Disorder          HI - Hearing Impairment          JHS - Joint Hypermobility Syndrome          OCD - Obsessive-Compulsive Disorder          TBI - Traumatic Brain Injury          VI - Visual Impairment</p>
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## Neurodiversity 101: Is it time to call time on extra time in exams... dispelling the myths | LinkedIn

**All animals are equal, but some are more equal than others.... No equity in assessments**

This is a long newsletter. I apologise but it became important to give you enough narrative to understand what I am talking about.

We have exams in school, in colleges, in apprenticeships, in universities, and in many professional parts of our lives. Formal, timed, written, closed book examinations remain the commonest method of educational assessment that many educational settings employ to gauge a student's level of subject based knowledge, ability and skills following a course of study.

This assumes that a student's performance in an exam acts as an objective and reliable measure of that student's learning and proficiency in a given subject area, they have studied. This assumption needs to be challenged.

Since the Disability Act 2001 (SENDA) placed an anticipatory duty on public bodies to proactively remove barriers to participation faced by disabled people, reasonable adjustments to learning, teaching and assessment are part and parcel of further and higher education assessment.

In the past twenty years, the number of 'disabled students' entering higher education has risen, particularly those identifying as having a specific learning difficulty (SpLD) and in particular the focus till relatively recently has predominantly been on Dyslexia (Hubble & Bolton, 2021; Ryder & Norwich, 2019).

Click for full article which covers the headings below:

[Neurodiversity 101: Is it time to call time on extra time in exams... dispelling the myths | LinkedIn](#)

Access arrangements

25% extra time - where did this come from?

Why give extra time? Does it level the playing field in reality?

Why 25%?

What are some potential other challenges?

Where is the evidence?

Dyslexia biases

Social biases

\*\*The starting point for problems!

Does extra time level the playing field?

So... what's the answer?

Who does summative assessment favour?

The bigger question we need to ask is what are we testing for?

Saving billions £££££

As we navigate through exam season, a pivotal discussion arises around the most common form of access arrangement in the UK—why is 25% extra time granted as standard?

Surprisingly, there lacks empirical evidence to support the effectiveness of this specific extension. Could alternatives like 50% or even 100% extra time be more appropriate? And importantly, who benefits from these accommodations?

There exists a noticeable bias in diagnosis accessibility and the subsequent eligibility for extra time, revealing disparities that need addressing.

In this lengthy edition—apologies for the depth but it’s necessary—I delve into the significant costs of our current assessment system, which runs into billions.

I explore how rethinking these approaches not only promises a fairer evaluation landscape but could also redirect substantial funds towards enhancing training and support.

I am eager to hear from YOU. What has been your experience with obtaining extra time? Did it significantly impact your exam performance? Share your stories as I dissect the complexities of a system in need of evidence-based reform.

Join me in this critical conversation as we all strive for equity and efficiency in our educational provision.

[Neurodiversity 101: When does hot desking make you go cold! | LinkedIn](#)

The term, hot-desking derives from a similar-sounding idiom originating from the US Navy, called hot racking. As these sailors slept in separate shifts, to save space onboard, the rack-mounted bunks would always remain 'hot' from the person last using it . . .

[Neurodiversity 101: Intervention, adaptation, cure.... labels and words matter | LinkedIn](#)

**Reading/Literacy/ Dyslexia**

- Consider readability of all documentation. Check the readability scores.
- Use pictures, as well as words, to aid understanding.
- Avoid printing on bright white paper.
- Use a font, such as Arial, Verdana, Comic Sans and size of 12+.
- Use short sentences and leave plenty of space between lines of text.
- Offer to read out aloud any written information.
- Avoid asking the individual to read out aloud in a group, unless this has been discussed beforehand.
- Offer to help complete any written forms.
- Where appropriate, write down instructions and use visual prompts to act as reminders.
- Allow more time to read information. Explain the meanings of words if the individual does not understand it.
- Avoid jargon.

**Social, Communication/ ASC**

- Address the individual by name to ensure they know you are speaking to them.
- Ask the individual to repeat back what’s been said to make sure they understand. If they don’t, try and explain differently.
- Show, as well as tell, where you can.
- If a change is occurring, person/place or task, then describe what will happen beforehand if possible.
- Break information into small chunks rather than giving a series of information at once.
- Avoid jokes and metaphors.
- Be specific in what you ask. Avoid saying ‘in about 5 minutes’ etc.
- Maintaining eye contact may be harder and may not indicate the individual is not listening to you.
- Have a glossary of terms available for all.
- Discuss if there are any specific sensory issues, e.g. touch, light, sound, textures, smells that may need to be considered by others.

**Attention/ Concentration/ ADHD**

- Noisy and / or busy surroundings may make it harder for the person to focus or understand important information. Consider where is the best setting for focusing on specific tasks.
- If possible, discuss what works best for the individual.
- Walking meetings may work well.
- Help to break learning / work into shorter blocks to maintain concentration, for example 15 minutes long where possible.
- Show how to use diary systems and alarms to set prompts.
- Discuss approaches to learning how to relax, e.g. mindfulness, doing puzzles, doodling, exercise.
- Help with time management with tasks to be clear what is urgent or important and has an impact on others.
- Be specific about deadlines.
- Regular review will be helpful to see what is working or not.

**Coordination/Dyspraxia /Developmental Coordination Disorder**

- Handwriting may often be unreadable. Discuss note taking in meetings or being offered alternative ways of recording meeting outcomes.
- Guidance on how to be organised with their paperwork, etc may be helpful.
- Explain how to do new or unfamiliar tasks and allow more time to practice learning a new skill.
- Write a list of actions /tasks so they can see what needs to be done and cross them off as they are completed.
- Show what is expected, and also discuss with the individual what to do.
- Provide additional time and more practise to embed new skills.
- Regular review will be helpful to see what is working or not.
- Encourage the individual to learn to type or use Speech to Text Software where appropriate.

**Maths/Dyscalculia**

- Don't assume the person's understanding of terms, such as +, sum, add, plus, divide, etc.
- Encourage the person to practice basic addition, and subtractions up to 20.
- Show how to use a calculator if required.
- Provide support managing finances.
- Check the person can tell the time—teach this skills.
- Show tools to help recording pin codes and passwords.
- If new to a place they may need help with orientation or using GPS too.

**Neurodiversity quick strategies**

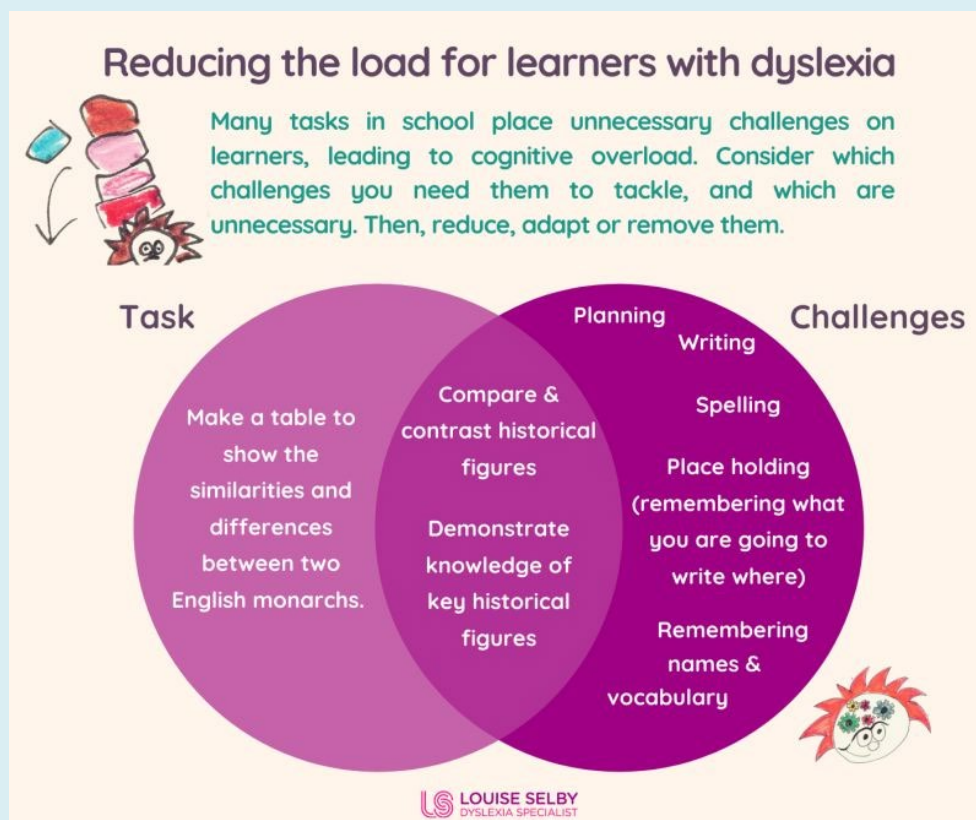
  
www.doitprofiler.com



[Louise Selby Dyslexia specialist | Enabling, empowering & equipping teachers, schools & parents with tools for dyslexia & literacy difficulties | Author, Morph Mastery](#)

I've been thinking about guiding principles for teaching learners with dyslexia, and indeed any learning difficulties. One of them has to be this: work within the necessary challenge but remove, reduce or adapt the unnecessary ones. Why trip up learners with unnecessary demands on spelling or memory when it's not an essential part of the task, for example.

Here's a visual to demonstrate what I mean:



The latest edition of Education Executive features another thought-provoking article written by our very own Assistant Director, Claire Walters.

Claire explores the theme of inclusion and how this should permeate your workforce at all levels and in all work practices (page 33-34).

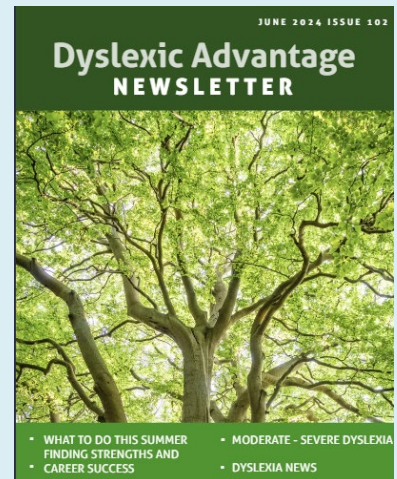
[Read the full article](#)





Latest newsletter:  
<https://joom.ag/fUkd>

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



Last month's newsletter: <https://joom.ag/Hlkd>

Read or listen to more articles in our [DYSLEXIA LIBRARY](#)

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

## CALLScotland

### Using Live Text to Support Independent Reading for Learners with Dyslexia

Live Text is a built-in tool in iOS that allows you to take a photo of text and hear it spoken aloud. Live Text is an artificial intelligent (AI) powered tool.



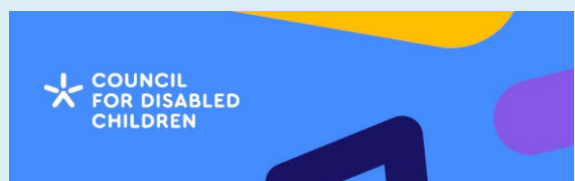
### Neurodivergent Kids Flourish When They're Taught How Their Brains Work:

[Read article at this link](#)

When teachers and parents talk to kids about having ADHD, autism or learning disabilities, they set them up for success.

Welcome to the spring edition of the CDC Digest.

[CLICK TO DOWNLOAD](#)



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; and
- Shining the spotlight on our newest member Kidz to Adultz.

# The Other Side of the Desk: Teacher Training with Dyslexia

#succeed  
with  
dyslexia

March 5, 2021

## What's it like being a trainee teacher with dyslexia?

Caroline writes:

Was I the only one to miss this news which was included in an article in 2021?! I came across this only recently and somehow or other had missed the details in this extract – great news for teachers with dyslexia!

There have, however, been **changes to the testing that's required for QTS** (Qualified Teacher Status) that could be great news for teachers with dyslexia. Since 2000, anyone who wanted to teach via a training route needed to take two Professional Skills Tests to prove that their literacy and numeracy skills are at a national benchmark – a 4, or a C under the old grading system. These tests have been scrapped in favour of a provider-led assurance system with smaller assessments under the **TES Institute**.

Many teaching providers have welcomed this, as the old assessments had been linked by some to high PGCE drop-out rates. It's also welcomed by prospective teachers who excel at their own subject, but maybe have slightly weaker maths or English skills - it means that they can focus on passing on the knowledge they're passionate about.

Full article with links to further information:

[The Other Side of the Desk: Teacher Training with Dyslexia | Succeed With Dyslexia](#)

#succeed  
with  
dyslexia  
Digest

[So... how do I talk to my manager about dyslexia and stress? | LinkedIn](#)

[Dyslexia and motivation: 4 ways to beat slump season this year! | LinkedIn](#)

[Why do Gen Z still experience so much dyslexia discrimination at work? | LinkedIn](#)

[There's a new definition of dyslexia. What could it mean for you? | LinkedIn](#)

[Beating interview anxiety when you've got dyslexia | LinkedIn](#)

[Plenty more phish in the sea! Staying safe online with dyslexia | LinkedIn](#)

[5 ways to support the Covid cohort's struggling readers across the curriculum | LinkedIn](#)



## The BDA reports on the recent International Conference:

**A huge thank you to all our speakers, delegates, committee members  
and sponsors for your presence and participation.  
Together, we can create a world where everyone with dyslexia can flourish.**

A big thank you to everyone who attended our international conference, Dimensions of Dyslexia: Evidence and Practice on Thursday and Friday last week. It was wonderful to see so many researchers and practitioners from all around the globe gathered together at the University of Surrey to join in a truly fantastic two days of learning and discussion!

The conference started with a welcome from our CEO Chivonne Preston and an opening address from the Chair of the academic committee, Professor Silvia Paracchini.

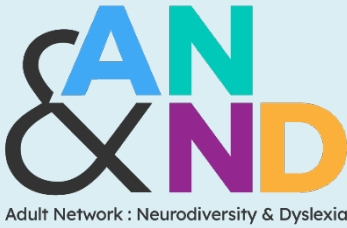
We were then treated to a completely packed programme of keynote speakers, symposia, spoken research papers, workshops and posters showcasing world-leading research from multiple disciplines. Delegates travelled from all over the UK, Europe, Asia, the Americas and as far away as New Zealand to share knowledge, exchange ideas and build relationships to continue advancing our understanding of dyslexia and related specific learning difficulties.

The breaks provided a perfect opportunity to meet other delegates, continue discussions from the sessions and visit the poster rooms and the sponsor exhibition stands. The atmosphere was alive with animated and enthusiastic dialogue!

The University of Surrey provided an excellent venue. Delegates appreciated the sunshine on the short walk to lunch and we fortunately did not lose anyone on the large campus! At the end of the first day we held a Networking Event in the evening. Attendees enjoyed drinks, dinner and an entertaining quiz in a relaxing environment getting to know each other and build further connections.

Overall, it was a very busy and productive two days, during which we were honoured to host such a lineup of outstanding sessions demonstrating such a breadth and depth of high quality research.

**The next international research conference is expected to be held in 2027.**



### Join this month's free webinar on Wednesday June 26th at 7pm

We will be in conversation with Elizabeth Takyii, Neurobox Ambassador and Advocate for the Neurodivergent Community, and she will be sharing her wisdom and talking about her lived experience. Join us for an informative and inspiring session!

**When?** The session will be broadcast live on Teams on Wednesday **26 June, 7pm – 8pm.**

[Click here to join a few minutes before 7pm](#)

You can also join by using the link on the Home page of [Adult Dyslexia Centre](#) website, News Section. From July onward you will need to access the webinar using the link on the ADC website, as above.

**ANND** is a collaboration of [Adult Dyslexia Centre](#), [Succeed with Dyslexia](#), and dyslexia associations [Yorkshire Rose](#) and [Hampshire, Neurobox](#) and [Helen Arkell Centre](#).

Please be advised we will record the session for those who can't make our broadcast live, so by joining us on the evening you are agreeing to the recording. (Please do keep your camera switched off and remain on mute, unless you wish to ask a question at the end.)

Past webinars are available on the [ADC You Tube](#) channel



THURS, 27 JUN AT 19:30

[Dyslexia: A Mother's Quest and a Son's Breakthrough](#)

*Succeed with Dyslexia*  
- Axel Gudmundsson

### Sign up for our **FREE** live webinar on Thursday 27th June.

I will be interviewing TV celebrity Louise Jameson from EastEnders and her son Tom Jameson, discussing her journey as a mother of a dyslexic son, and Tom's journey as a dyslexic, trying desperately to navigate traditional education and everybody's heartfelt advice.

Nothing really worked, until Louise read \*The Gift of Dyslexia\* and then met my friend and colleague Richard Whitehead, who introduced them to the life-changing Davis Method. This was 20 years ago, and Tom has since truly channelled his gift of dyslexia in setting up and running a number of successful businesses.

**28th June 2024** - 14:00 - 15:30

**Positively responding to increasing complexity in our mainstream schools**

**Phase:** All

**Delivery:** Webinar

**Suitable for:** Assistant Head Teacher, Consultant, Deputy Head Teacher, Head Teacher, Senior Leader

Book for FREE

**15th July 2024** - 17:30 - 19:30

**Meeting the Needs of Every Child**

**Phase:** Early Years

**Delivery:** DfE Funded Online Course

**Suitable for:** Early Years Practitioner, Other, SENCO

Book for FREE



[Arran Smith](#)



**Free Event: 2nd July 2024, 9am-11am**

Join us for SENDCO Chat: National Coffee Morning!

This is a fantastic opportunity for SEND professionals to engage with fellow SENDCOs and senior leaders from across the country. Come along for a morning filled with support, understanding, and awareness. Enjoy a cup of coffee while participating in meaningful conversations with peers and leaders in the field.

Let's connect, share experiences, and build a stronger support network together. Don't miss out on this enriching and collaborative event!

Date: 2nd July 2024

Time: 9am-11am

Location: Online

<https://lnkd.in/etDTvUXD>

## Our FREE information event on the Assessing for Access Arrangements (AAA) course is taking place online on Wednesday 3rd July, 4.30-5.30pm.

Our AAA course is a recognised professional qualification enabling holders to assess for examination access arrangements, in line with JCQ regulations.

Interested? We would like to invite you to our virtual AAA course information event to find out more.

We'll be providing information about the AAA course, including answers to FAQs, and details about the course content and assignment structure. And you'll have an opportunity to ask your own questions directly to the course leader, Liz Horobin.

The session will also be attended by Sarah Reay, course leader of the Patoss DDAPR, who will be on hand to answer questions about opportunities for further study following completion of the AAA.

The info event is FREE to attend but please email us to BOOK your place at: [AAA@patoss-dyslexia.org](mailto:AAA@patoss-dyslexia.org) and we will send you all the details.

For full information on the AAA Assessing for Access Arrangements course, [click here](#).

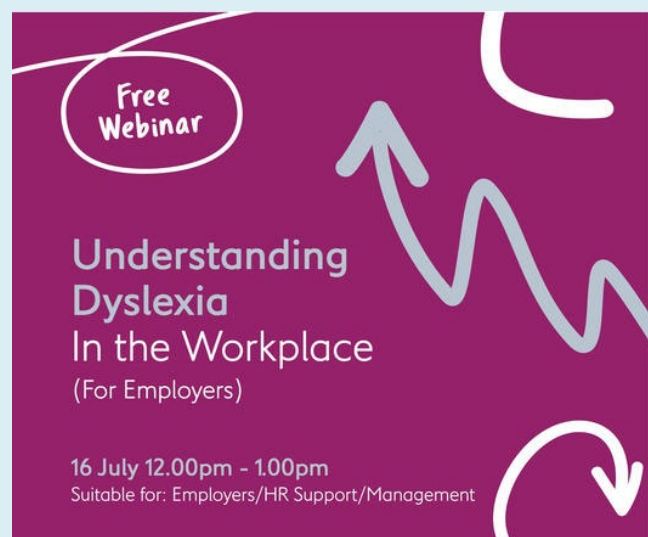


## [Free Webinar - Dyslexia Awareness for Workplace - understanding dyslexia \(employers\)](#)

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

In this webinar we talk about the best ways to support yourself or your employee, including:

- understanding the basics of what dyslexia is
- workplace assessments
- examples of reasonable adjustments
- how the BDA can help and support you



[Book now](#)



# Dyscalculia Virtual Pub Night!

Thursday 18th July

7pm BST



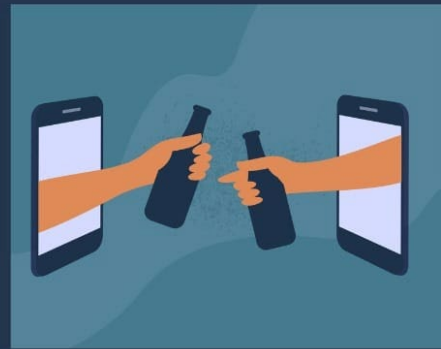
(seven in the evening / 19:00)



**FREE online get together for adults with dyscalculia or maths difficulties.**

**Join us and let's chat all things dyscalculia.**

Participants must be over 18 years of age.



Sign up using the QR code or via our website  
-<https://dyscalculianetwork.com/latest-events/>

By popular request!

Our first virtual pub night for adults with [#dyscalculia](#) or [#mathsdifficulties](#) to meet and chat and share experiences 😊 Hosted by our Adult Advisory Board. ❤️

Free to join.

Book here – <https://dyscalculianetwork.com/latest-events/>

We hope to see you there!

**Dyslexia  
Awareness  
Week 2024**

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.](#)



[Katrina Cochrane • Director and Founder Positive Dyslexia Ltd](#)

Newsflash! Great news - we are now able to offer this event FREE of charge so do sign up for the 26 July and hear our speakers discuss ways to help adults with dyslexia thrive in the workplace.

<b>Agenda</b>	
10:00 - 10:45	<b>Creating the Neurodiverse Friendly Workplace</b> Donna Stevenson
10:45 - 11:30	<b>The role of the Workplace Needs Assessment</b> Katrina Cochrane
11:45 - 12:00	<b>Adult Dyslexia Charities - how they can support</b>
13:00 - 13:45	<b>Access to Work- a How to Guide</b> Laura Cook
13:45 - 14:30	<b>Managing dyscalculia /maths difficulties in the Workplace</b> Pete Jarrett
14:45 - 15:30	<b>The role of coaching in the Workplace</b> Liz Mulhall-Brewer

Full details at: [The Adult Journey with Neurodiversity: Working and Thriving!](#)

## Free BDA Webinars in the autumn:

- Wednesday 18th September: [Diagnostic Assessments - All you need to know](#)
- Thursday 26th September: [Exam Access Arrangements](#)



# HR DROP IN SESSIONS



Free online one-to-one session with our neurodiversity and disability experts.

neuro  
box

[neuroboxneurobox](https://neuroboxneurobox)

Join our July HR Drop-in Sessions for a 30-min online, confidential discussion with our Neurodiversity and Disability Experts [Deborah Leveroy PhD](#), [Mark Woodward](#) and [Donna Stevenson](#)

Perfect for HR, ED&I, People Managers, and ERG Leads!

Topics of conversation include:

- Workplace barriers, adjustments and scenarios
- Disclosure & self-advocacy
- Avoiding discrimination
- Access to Work process

Don't miss out, spaces are limited—book your session now!

<https://lnkd.in/ed3P2aC6>



## [SEN in Ten Podcast | Podcast for Special Educational Needs and Disability](#)

"SEN in TEN" is a bi-weekly podcast that delivers insightful, practical, and actionable content in just ten minutes. The aim is to empower anyone interested in SEN with the latest strategies, tools, and ideas to support and enhance the learning experiences of pupils with special educational needs.

### Why Should You Tune In?

- **Expert Insights:** Hear from leading experts in the field of special education, including experienced SEN teachers, psychologists, and therapists.
- **Diverse Topics:** From classroom strategies to understanding specific needs, each episode covers a wide range of topics relevant to SEN professionals.
- **On-the-Go Learning:** Perfect for your commute or a quick break, our ten-minute episodes fit easily into your busy schedule.

### How to Listen:

- **Subscribe:** Apple Podcasts, Spotify, Amazon Music, or your favourite podcast app – just search "SEN in TEN"
- **Website:** Visit their website at [www.seninTEN.co.uk](http://www.seninTEN.co.uk) for episode notes, resources, and more.

REGISTER FREE

## Registration now open!

Don't miss the UK's leading SEND event

- 42 Seminars by key experts
- Free workshops
- Dedicated leadership summit
- Free exhibition



11-12 October 2024

Business Design Centre, London

Register at [tessendshow.co.uk](https://tessendshow.co.uk)



[Welcome | Tes SEND Show 2024](#)

**EARLY BIRD ENDS 12 JULY**  
**- BOOK YOUR SEMINARS NOW**



## The power of personalised learning

9.00am | 26th November

[Sign up](#)

There are so many different needs in each classroom. We have students with identified special educational needs, English as an additional language, as well as students performing above or below age-related expectations. No two learners are the same. But teachers can't be everywhere at once, so how can we design an inclusive learning environment to cater for diverse learning needs?

### Join us to explore:

- How to provide effective and efficient support for different learning needs
- How tech tools and AI can support personalised learning
- How to implement a digital strategy in your setting
- Why pedagogy-led technology is the way forward

Plus, hear success stories from teachers and students who are benefiting from personalised learning strategies.

[Join us for the Festival of Inclusive Education. Sign up for free today to save your spot. | Texthelp](#)



Extracts from the latest newsletters:

### [Listen to my interview with Dale Pickles \(SENDCAST\) all about morphology](#)

*Do you want to understand morphology better, and how it can transform learning? Here's a podcast with the wonderful Dale Pickles of SENDCAST, in which I explain morphology and its powerful role in teaching reading, spelling and vocabulary.*

English language is made up of 3 systems: phonology, morphology and etymology. Morphology is about morphemes, which are prefixes, suffixes and roots. These are units of meaning in words which are such an integral part of our language, and which by their very nature help us to understand words.

In this podcast, Dale and I break down word examples and highlight that phonic rules don't always help. We look at what the research says, and we discuss vocabulary and subject based terminology. I really enjoyed discussing with Dale the impact of this way of thinking about words from the very beginning of literacy learning to higher education and beyond. I learned a lot as well!

If you're listening closely, you'll also hear about ducking to avoid sweetcorn as it is lobbed across the room. What has this got to do with morphology? Listen and find out!

The podcast is also available on all major podcast providers.

[Read full blog](#)

**Dyslexia: a new definition, a new era?** You can read my blog [here](#).

### **What does dyslexia look like in schools?**

Here are some **FREE** checklists; what to look out for beyond the obvious.

[KS1 Checklist](#)

[KS2 Checklist](#)

### **Transition**

We're all thinking about transition, but are we thinking specifically about dyslexia? Often children with dyslexia have fears that are neither obvious nor expressed, but which could be allayed. I've been writing a little bit about this in my newly submitted books "All About Dyslexia" which should be published later in the year.

Sometimes just knowing that teachers talk to each other, that the strategies that have helped will be continued, is enough. Sometimes additional transition days are needed. Some students need lessons in how to read timetables, use technology, manage homework demands. Others just need a chat with an adult.

Here's a useful blog on the subject of [transition from Year 6 to 7 for dyslexic learners](#) and another with some [general strategies for transition for SEND](#) from Abigail Hawkins (Sensible SENCO).

**Recording of the  
MASTERCLASS  
Understanding Dyslexia  
testing and assessment.**

Unravel the mystery of the differences between dyslexia screening, full dyslexia assessments and exam access arrangements.



**Thank you for registering**

@DYSLEXICLIFEWITHJOREES

## FREE ONLINE MASTERCLASS

Discover more about the differences between dyslexia screening and dyslexia assessment.

Understand more about Dyslexia diagnosis and why you might or might not need one for.

Learn more about the types of assessment needed for Exam Access, DSA and Access to work.

This masterclass is for you. [HERE](#) is the recording.

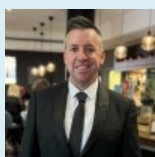
### [AbilityRE: All About Neurodiversity and the Do-It Profiler \(youtube.com\)](https://www.youtube.com/watch?v=...)



Neurodiversity, Training, and Workplace Profiler



A fantastic webinar by Professor Amanda Kirby, Founder of Do-IT solutions, on Neurodiversity, what it is, why it's important for attracting and retaining talent, how individuals can be supported, how to make adjustments to optimize performance, and how the Do-IT profiler supports both individuals and organizations on their journey.



[Darren Clark / Founder Neurodiversity Hub](#)

### [Neurodiversity Stories \(@neurodiversity\\_stories\) | TikTok](#)

This post has just reached 4.2 Million 🤖 on my [Neurodiversity Stories](#) Tick Tok account ❤️

A wonderful example of how just one teacher can change a child's future.



## Visual Difficulties & Dyslexia Unravelling by a Behavioural Optometrist



Learn about the work of an Optometrist who practices Behavioural Optometry and how it may help a Dyslexic learner in this free webinar presented by Adil Kalooji ([www.eye-expert.co.uk](http://www.eye-expert.co.uk))



Up to 20% of the population can experience Visual Processing Difficulties. A simplified method of detecting signs and symptoms and an insight into the treatment options available.

Adil Kalooji, an Optometrist for the last 19 years, will discuss vision-related issues dyslexia professionals and parents need to look out for.

He will explain the common vision problems, including how to interpret eye test results and introduce Visual Processing weaknesses that can affect visual memory, tracking skills, binocular vision, visual integration, convergence, and accommodative systems.

He will also discuss treatment modalities known as Visual Therapy and explain the confusion around Visual Stress.

- Visual Processing Skills: Visual Memory, Tracking Skills, Visual Discrimination, Visual Figure Ground, Eye-hand coordination, Visual Attention, Visual-Spatial
- Visual integration; Binocular Vision/ Eye Teaming
- Visual Therapy
- Visual Stress- the confusion around it & why it is best to avoid the term
- Colourimetry and Precisions Tinted Lens.

For more information and to receive webinar recording [click here](#)



The first six free articles in the brand-new series on Speech Language and Communication Difficulties are now available for you to download, print out and share with your community.

Add it to your Booklet -

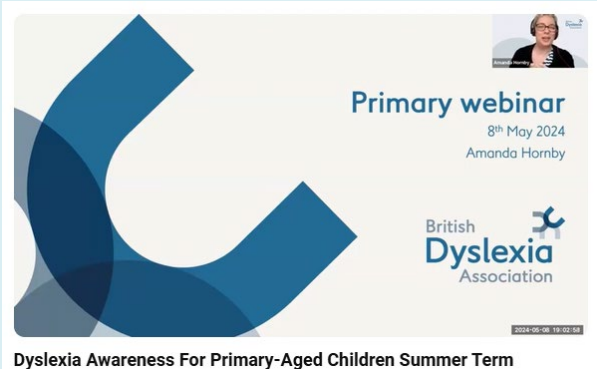
### **SPEECH LANGUAGE AND COMMUNICATION DIFFICULTIES**

What is Typical Talk at Primary and Secondary School?

*A Checklist for Teachers and Practical Classroom Strategies*

Share these articles with family, friends, clients, schools or other organisations to support a child or student in your care.

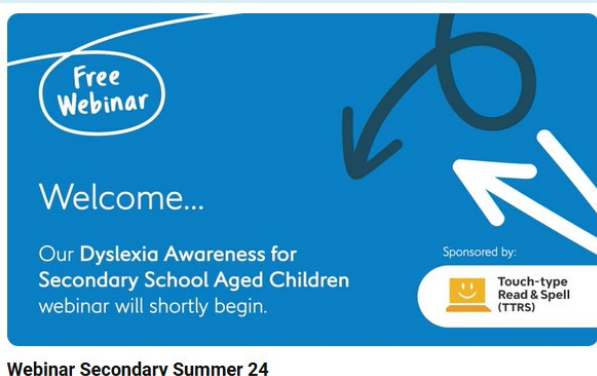
Click to access the [FREE Downloads](#)



Dyslexia Awareness For Primary-Aged Children Summer Term

You can watch the session using this link:  
[Dyslexia Awareness for Primary-Aged Children](#)

View slides: [PowerPoint Presentation](#)



Webinar Secondary Summer 24

You can watch the session using this link:  
[Dyslexia Awareness for Secondary-Aged Children](#)

View slides: [PowerPoint Presentation](#)



You can watch the session using this link:  
[Don't stop me now! Achieving with Dyslexia in FE/HE](#)

View slides: [PowerPoint Presentation](#)

With thanks to the BDA for supplying these additional resources when the presentation slides were sent out to webinar attendees:

Assistive Technology: [PowerPoint Presentation](#)

Introductions to helpful products and services: [PowerPoint Presentation](#)

[Dyslexia, dyscalculia and other neurodiverse conditions](#)

Factsheet for Teachers: [BDA School Information Sheet V4 2023 11 02 153708 jmcz 1 .pdf](#)

[Dyslexia Style Guide](#)

Learning Styles Activities: [PowerPoint Presentation](#)

Coloured Timetable Template: [Coloured timetable template.pdf](#)

Exam Revision Pointers: [10 ways to look after yourself during your exam revision.pdf](#)

[Command Words](#)

[Questions to ask a secondary school before transition](#)

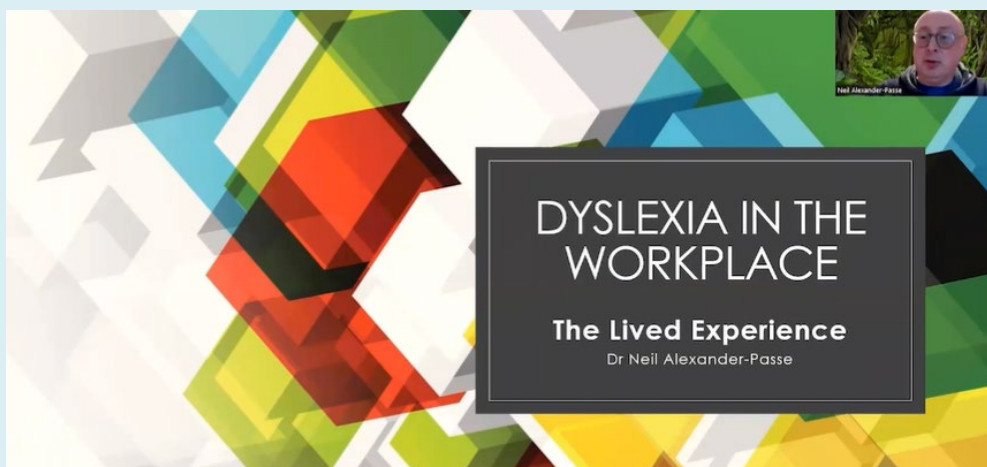


### Identifying Dyslexia at Work: Workplace Needs Assessment

This Event can now be viewed On-demand.

Use the link below to enter the Event at any time.

[Join the Event](#)



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

This Event can now be viewed On-demand.

Use the link below to enter the Event at any time.

[Join the Event](#)

## Access arrangements for exams: The complete technology guide

with Abigail Hawkins, SENSible SENCO  
and Richard Michael, Texthelp

 texthelp®



**Watch now**

Computer readers provide students with confidence to sit exams independently and can significantly reduce the cost of exams for schools and colleges.

Don't just take our word for it. Watch our exclusive on-demand session to hear from **SEN expert, Abigail Hawkins**, on why she believes technology is an essential solution for exams.



Coloured overlays, (or dyslexia overlays as they are sometimes known) can increase reading speed, help comprehension, and reduce headaches and migraines.

Difficulty with reading black on white, such as words appearing to move around on the page, or letters seeming to blur or fade, is called visual stress.

This is common in dyslexia and other specific learning difficulties but can exist on its own. Reading through the right colour can help reduce the visual stress that is often connected with dyslexia.



**OUR SUPER SIX NEW COLOURS!** New

**We are excited to unveil 6 new colours to our Reading Rulers and Page Overlays range**  
**Red, Deep Green, Deep Blue, Bluebell, Lilac & Sunflower**

[Coloured Overlays for Children and Adults | Visual Stress and Dyslexia | SEN Resources \(crossboweducation.com\)](https://www.crossboweducation.com/resources/coloured-overlays-for-children-and-adults-visual-stress-and-dyslexia)



**Online, a parent asked:**

**Can anybody recommend a touch-typing course online for an 8 year old dyslexic please?**

**Responses included:**

A free one . . . BBC Dance Mat Typing - [Dance Mat Typing for 7 - 11 year olds - BBC Bitesize](#)

Touch-type Read & Spell - [TTRS Home subscription \(readandspell.com\)](#)

EnglishType - [Learn To Touchtype - Touch Typing Programmes UK | EnglishType](#)

See Caroline Bateman at [www.achievenow.org.uk](http://www.achievenow.org.uk)

This might be of interest - [Teaching Typing – The Studying With Dyslexia Blog](#)



## **Exam Anxiety and Revision Support for Young People and Parents/Carers**

Exam season is upon us and so the team at Dorset MHST have put together a resource offering support around looking after yourself and top tips for successful revision.

Below you can find links to a document on **How To Stay Resilient During Exam Season**, as well as **The Ultimate Revision Guide**.

[Resilience During Exam Season](#)

[Ultimate Revision Guide](#)



### Leap into summer

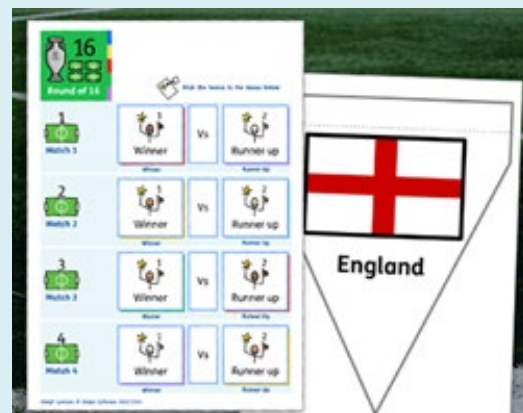
Bring the fun with our bumper Summer Pack designed to delight and inspire children in KS1, KS2, and Special Schools. From learning the alphabet with colourful wall cards, to exploring life cycles and using our senses, there's lots to explore in this comprehensive pack featuring stories, activities, worksheets and more – themed around the joy of summer!

[Download Free](#)

### Bring on the beautiful game

The time has come for football fans of all ages to unite in celebrating the long-awaited UEFA EURO 2024! We're delighted to offer this symbol-supported pack, with a special chart to help you keep score of the tournament, and two sets of trading cards to build children's knowledge around the 24 nations competing. Come on England, we're ready!

[Download Free](#)



### Let's make a plan

With the end of the school year approaching, our Summer Planner templates are a fun and simple way to maintain a sense of routine. With two designs to choose from, children of all ages will enjoy referring to these colourful resources throughout the holidays – ideal for family noticeboards or popping on the fridge!

[Download Free](#)

### Come rain or shine...

From heat waves to thunderstorms, nobody can predict the great British weather – even when it comes to the summer! Our Summer Weather Pack is designed with parents in mind – with 17 activities, stories and worksheets to explore together. A brilliant boredom buster to save for a rainy day!

[Download Free](#)





What should everyone know about dyslexia?

We asked parents, kids and teachers from the Made By Dyslexia community around the world to share their top tips.

This week - here are 5 facts every parent should know about dyslexia (from the parents in our community).

1

Your child is brilliant, they just think differently. This thinking is super valuable in the real world.

2

Find their strengths and their passions. Every dyslexic child has strengths, they may not be super obvious but they are there.

3

Praise and nurture their strengths at every opportunity and make sure their teachers do this too. This is vital for their self-esteem.

4

You know your child better than anyone, so trust your gut when asking for help. Be persistent. Don't give up.

5

Remember their struggles are real, and the sooner they get support, the sooner they can learn, catch up and keep up.

To learn more about how to empower Dyslexic Thinking at home, watch our new course, FREE, on Microsoft Learn (no subscription needed)

Available here: [Empower Dyslexic Thinking in Schools - Training | Microsoft Learn](#)



## Understanding Dyslexia in the Classroom

Dyslexia is a common learning difference that can impact students in a variety of ways within the classroom. This email aims to raise awareness of how dyslexia can manifest and offer strategies to support students with dyslexia in reaching their full potential.

### How Dyslexia Can Affect Students:

- **Reading:** Difficulty with decoding words, fluency, and comprehension.
- **Writing:** Challenges with spelling, grammar, and written expression.
- **Organisation:** Trouble following instructions, managing time, and keeping track of assignments.
- **Self-Esteem:** Frustration with reading and writing tasks can lead to low confidence and a reluctance to participate.

### Supporting Students with Dyslexia through IDL:

- **Instruction:**
  - We use multi-sensory teaching methods that incorporate visual, auditory, vocal and reading elements.
  - Manageable lessons of varied lengths and topics.
  - User-friendly interface, customisable appearance and no time constraints.
- **Assistive Technology:**
  - Assistive learning tools in our Literacy & Numeracy programs help students work independently.
- **Assessment:**
  - Provide baseline assessments that don't follow traditional testing styles to reduce stress.
  - No time limit for assessments to reduce anxiety and they can be done in multiple sessions.
- **Data Insights & Communication:**
  - Review students' data with comprehensive reports which outline learners' strengths and weaknesses to provide a clear understanding of their abilities.
  - Screener analysis could lead to an official diagnosis with Dyslexia specialists if you feel it is needed.

[Book A Demo](#)

[Start Free Trial](#)

[Our Products](#)



In this episode, Victoria is joined by co-founder of The Dyscalculia Network and owner of Fraction Design Associates, Rob Jennings. Rob shares where his executive function journey began, and how it led him to develop a passion for education and raising awareness of the challenges many individuals face with mathematics.

**EXECUTIVE FUNCTION STORIES**  
**EP 14: DESIGNING AN INCLUSIVE MATHS CURRICULUM**  
Starring:  
**Victoria Bagnall** & **Rob Jennings**  
CIM Co-Founder & Managing Director | Co-Founder of The Dyscalculia Network

<https://open.spotify.com/episode/7FjEhqP0A2XsaR7X0LamWX...>

If you'd like to learn how to screen for and accommodate for students with special learning needs, visit our website [Dyscalculia Network | Leading Support Network for Dyscalculia](https://www.dyscalculia-network.com)

\*\*\*\*\*

**Nessy**  
**4 EASY STEPS TO MAKING LETTER SOUNDS CARDS**

**DOWNLOAD AND PRINT**  
Download and print your free 'letter sounds cards' printable from Nessy.com

**CUT OUT**  
Cut\* along the d a s h e s indicated on the sheet  
\*Adult supervision required

**FOLD**  
Fold along the underlined lines

**GLUE**  
Glue the two blank sides together

[www.nessy.com](http://www.nessy.com)

Download and print for FREE!

<https://www.nessy.com/.../free.../alphabet-letter-sounds>



**Trunki** founder, Rob Law (this week's guest on our podcast) [#LessonsInDyslexicThinking](#) is right! Now really is a phenomenal time for Dyslexic Thinkers.

The skills many dyslexics are naturally hard-wired to have, like creativity, problem-solving and people skills, can be turbo-charged by the capabilities of AI, while our dyslexic challenges can be better supported.

Listen in to the full episode to get the full [#WednesdayWisdom](#) on Spotify or Amazon (Don't forget to like & subscribe too!)

Watch the full episode on YouTube at: <https://bit.ly/45fuzar>

### My Dyslexia Story

[Read more](#)

Gill is Head of Sustainability and a Climate Commissioner and was diagnosed with dyslexia in her early 40s. She explains what a diagnosis later in life has meant to her.

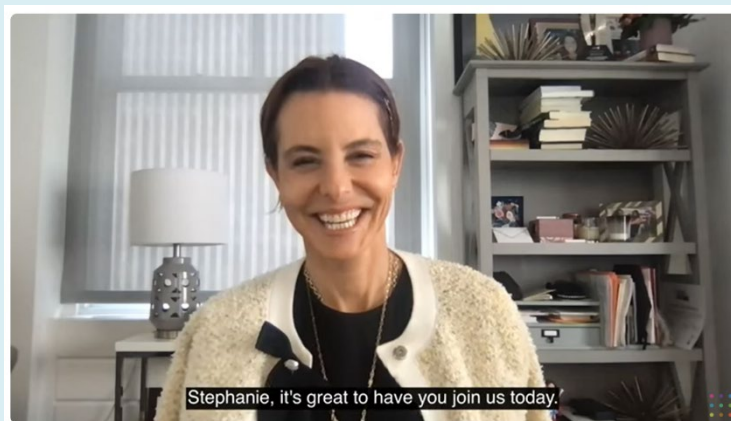
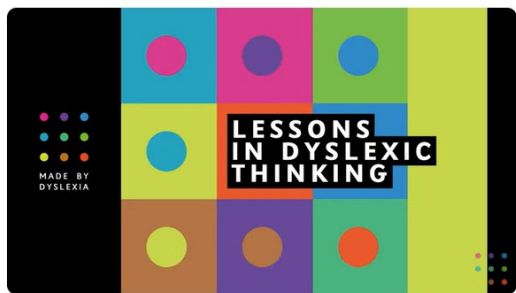
If I could go back and talk to my younger self, I would say, *"Embrace your differences and believe in your abilities. Your unique perspective and strengths will lead you to great accomplishments."*



I was diagnosed with dyslexia when I was 9.

My school picked up on some problems I was having and gave me some helpful interventions but luckily my parents were able to send me to a dyslexia institute for intensive help. I was jealous that children around me could read and write, and I couldn't.

. . . . It's not a barrier and it doesn't make anything less. It doesn't stop us being able to learn or do anything. It certainly doesn't make us less intelligent or less capable.



Stephanie Ruhle: How to not give up

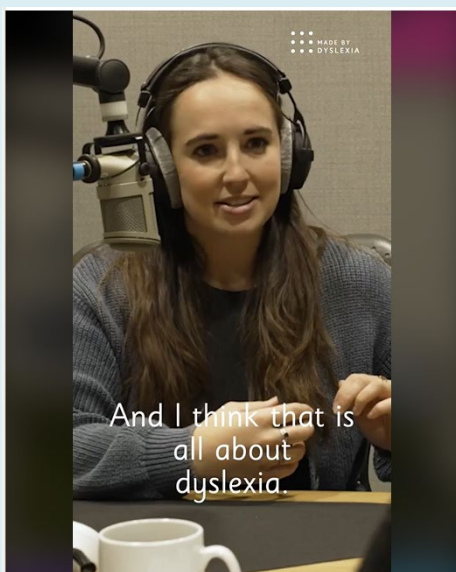
80% of dyslexics leave school unidentified. One of America's most-loved news hosts is one of them. Stephanie Ruhle, star of MSNBC's 11th hour, tells Kate how she discovered she was dyslexic when her son was identified.

She explains what made her write THAT Instagram post to her son which went viral, (and prompted Gwyneth Paltrow to get in touch), explains why being open about your dyslexia is the way to go and how her advice to every dyslexic is: never give up.

A must listen for any parent. Powerful stories | Experts in Dyslexic Thinking | Inspiring dyslexics

This podcast is sponsored by Microsoft, who like us are passionate about empowering Dyslexic Thinking. Check out their brilliant Immersive Reader, free across several Microsoft 365 apps, which helps Dyslexic Thinkers to fly, here: <https://aka.ms/ImmersiveReader-Demo>

Thank you for listening. Website: <https://www.madebydyslexia.org>



## Megan McCubbin: How to be naturally curious & make the most of your brilliant dyslexic brain

Growing up with a bedroom full of cockroaches, snakes, hamsters, preying mantises and poodles, BBC Wildlife presenter, Zoologist & Made By Dyslexia Ambassador, Megan McCubbin, has always been naturally curious. But it's her Dyslexic Thinking that helps her to explore and simplify complex science and help us understand the wonder of the natural world on BBC shows like Springwatch and Animal Park. She tells Kate why TV is a natural habitat for dyslexic minds and why it's vital to tell people you are dyslexic at work.

Watch it here: <https://bit.ly/45fuzar> and learn why TV is the perfect place for Dyslexic Thinkers to thrive!

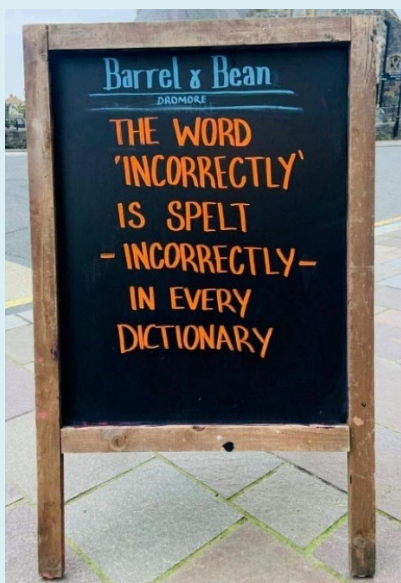


## Explore More Stories of Dyslexic Excellence

On [Dyslexic Design Thinking](#), you'll hear from award-winning actors and cinematographers, rocket scientists, political consultants, an ad executive, an expert in inclusive space design and a world-champion kickboxer. All dyslexic, all making big moves throughout the world. You'll also hear from non-dyslexics like the authors of an influential book that's reshaping the way we think about dyslexia.

Join host Gil Gershoni every month for new conversations exploring the intersection of dyslexia and creativity.

## And finally . . .



### Some of the best words ever!

Gallivant • Britches • Codger • Rigmarole  
 Hoodwink • Ragamuffin • Fiddle-faddle  
 Humbug • Skullduggery • Jalopy • Kibosh  
 Bejeebers • Flibberty-jibbit • Hullabaloo  
 Bamboozled • Flabbergasted • Brouhaha  
 Discombobulated • Lollygag • Malarkey  
 Cattywampus • Nincompoop • Skedaddle  
 Shenanigans • Flummoxed • Pumpernickle  
 Berserk • Periwinkle • Thingamajig • Whatsit  
 Confuzzled • Kerfuffle • Poppycock • Bogus  
 Balderdash • Fuddy-duddy • Thunderation  
 Whosemegadget • Skewwiff • Lambasted  
 Flim-flam • Whatchamacallit • Concoction  
 Doohicky • Gobsmacked • Thingamebob  
 Camaraderie • Nucklehead • Wishywashy  
 Fiddlesticks • Caterwauling • Rigmarole  
 Tomfoolery • Bodacious • Fiddle-dee-dee  
 Willy-nilly • Decrepid • Persnickety • Egads  
 Audacity • Baloney • Kerfuffle • Numb-skull

compiled by adgrayvisions

## Caroline Fowke

Caroline Fowke  
 Wiltshire Dyslexia Association

Admin: 01249 655489  
[caroline.fowke@btinternet.com](mailto:caroline.fowke@btinternet.com)

Helpline Number: 07394 617917  
[wдахelpline@gmail.com](mailto:wдахelpline@gmail.com)

WDA details - see our [flyer](#)



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

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