

Welcome to the latest edition of our WDA newsletters.

### NEWS



#### The BDA Board of Trustees are delighted to announce the appointment of Ellen Broomé as the next CEO of the BDA

Ellen will take up her role from 1 October 2024 joining the charity following several years as Managing Director of two Coram Group organisations: CoramBAAF, the UK's largest membership organisation for professionals working with children and young people on their journey through the care system, and Coram Family and Childcare, the UK's leading childcare charity.

She brings over 15 years of experience in strategic leadership, service delivery, policy, research, communications and income generation, including positions at NatCen, The Children's Society, The National Autistic Society, Hill & Knowlton and in Parliament. Ellen has also served as a School Governor and is a Trustee of Leukaemia UK and BookTrust, and a member of the National Institute for Health Research's Social Care funding committee.

#### **Michelle Catterson, Chair of the Board, said:**

*"Ellen impressed the Board with her in depth knowledge and passion for the sector. She has made a significant impact in previous organisations as a strategic leader and effective influencer and will bring relevant expertise and skills, and a strong beneficiary-led approach to the role. The Board believes she has the combination of skills and experience to lead the charity through its next strategic phase."*

#### **Ellen Broomé, incoming CEO, said:**

*"I am passionate about creating a dyslexia-friendly society where everyone with dyslexia can fulfil their potential. With the attainment gap widening for children, a lack of support available and long waiting times for diagnosis, this can have detrimental impact on children's lives. I am delighted to be joining the British Dyslexia Association at this critical time and I look forward to championing the dyslexia community and working with the new Government to address these issues."*

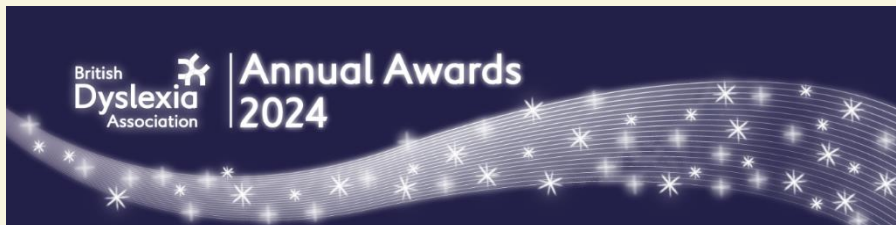
The Board would like to extend their warm thanks to Chivonne Preston who will step down as CEO for personal reasons following two years in post. Chivonne's leadership has been invaluable, and we wish her all the best in her future endeavours.

**Our latest article features a Q&A where Ellen discusses her journey and why she is excited about her new role at the British Dyslexia Association.**

Click the link to read the full interview. <https://bit.ly/3SrhmW>



**The BDA are absolutely delighted to open nominations for our Annual Awards 2024!**



Help us celebrate the achievements of children, young people, educators, entrepreneurs, employers and advocates, whose inspirational stories showcase how to unlock the potential of individuals with dyslexia.

Nominate students, teachers, volunteers or workplaces for one of the eight prestigious awards to be won and join us to recognise their accomplishments at a wonderful evening of celebration taking place on **8th November 2024 in London at the Richmond Hill Hotel.**

This glamorous event will include the presentation of Awards as well as a drinks reception, three course meal with wine, entertainment and the opportunity to meet like-minded individuals, supporters, influencers and leaders in the field, who are dedicated to raising awareness and shaping a dyslexia-friendly society.

**Who will you nominate?**

[Nominations — BDA Annual Awards 2024 \(bdanationalawards24.org.uk\)](https://bdanationalawards24.org.uk)

Tell us about an individual or an organisation who should be recognised for their work, contribution or achievements!

The winners will have inspirational stories and have shown a demonstrable commitment to creating a dyslexia-friendly society, working hard to overcome challenges and support and empower others.

Nominations are open until midnight on Monday 26th August 2024.

**Arran Smith - Founder and Event Director – is thrilled to announce that our beloved Dyslexia and Dyscalculia Shows have evolved into something even greater: The Neurodiversity Show! Mark your calendars for 21st-22nd March 2025 at the NEC in Birmingham, where we will unite various aspects of neurodiverse differences under one roof. Evolution equals more inclusion.**

As someone who has personally navigated the challenges of dyslexia, I understand the importance of creating a supportive and inclusive platform. This evolution reflects our commitment to addressing a broader spectrum of neurodivergent experiences, including ADHD, dyspraxia and mental health.

I am deeply passionate about this mission, but I know I cannot do it alone. Your support has been instrumental in our journey so far, and I invite you to continue with us on this exciting new path. Together, we can build a community that celebrates and empowers neurodivergent individuals.

To stay updated and learn more about how you can support and participate in The Neurodiversity Show, please click the links below:

- Read Our Latest Blog Post <https://neurodiversity.show/announcement/>
- Register now <https://neurodiversity.show/>
- Explore Commercial Opportunities <https://neurodiversity.show/commercial/>

Thank you for being part of our community. Let's make this journey towards greater inclusion and support a successful one.





## [Matt Hancock](#)

Earlier this year, I introduced the Neurodivergent Conditions (Screening and Teacher Training) Bill to Parliament. This Bill aimed to ensure that all Primary School children are screened for neurodivergent conditions and receive the support they need to improve their life chances.

Countless studies have shown the negative impacts of not identifying neurodivergent people early on. Shockingly, half of prisoners are believed to have dyslexia, and one in four prisoners grapple with ADHD – that's 5 to 10 times higher than the general population.

We, the neurodivergent community, are creating a call to action for everyone passionate about supporting neurodivergent individuals to write to their local MP about reintroducing this Bill to Parliament. It's easy to get involved:

- Find out who your local MP is and their contact details via this webpage:

<https://lnkd.in/dNwUvnZe>

- Write or email your own personal letter, or use the template letter we've made available here:

<https://lnkd.in/dK3icZzD>

- Send it off to your local MP.

It's already been great to see the neurodivergent community passionately supporting this campaign. Your support can help ensure that neurodivergent children get the early identification and support they need and deserve.

The importance of early identification of neurodiverse conditions cannot be overstated. Overwhelming academic research highlights the crucial need to identify neurodiverse conditions as early as possible. Too many neurodiverse individuals go through school without being identified, missing out on the support they need and deserve.

This lack of early identification has contributed to what academics describe as the 'school to prison pipeline'. Having visited prisons to witness the positive work being done to support neurodiverse prisoners, it's clear we must stop this stream of neurodiverse people entering the criminal justice system in the first place.

This concern was a key motivating factor behind my introduction of the Neurodivergent Conditions (Screening and Teacher Training) Bill to Parliament earlier this year. This Bill aimed to ensure that all Primary School children are screened for neurodivergent conditions and receive the support they need to improve their life chances.

We now need a new or returning MP to pick up the mantle and reintroduce the Neurodivergent Conditions Bill.

It's so important we work together to ensure that all neurodiverse individuals receive the early identification and support they deserve.



### Children encouraged to fire up their imagination in the Summer Reading Challenge

This summer, children aged 4-11 can visit our libraries to join the 'Marvellous Makers' Summer Reading Challenge and fire up their imaginations through the power of reading.

The challenge, produced by the Reading Agency and delivered by libraries, is to read at least six library books over eight weeks during the summer and receive rewards along the way.

[Find out more about the Summer Reading Challenge and sign up online](#)

# SEND Newsletter

Wiltshire Council

[SEND Newsletter - July](#)

[Link to join mailing list](#)

#### Dyslexia Friendly Schools Update

The Quality Mark provides a framework for schools to improve their understanding of dyslexia and literacy difficulties and to develop inclusive practice.

Wiltshire Council is committed to supporting dyslexia friendly schools so that children and young people with literacy needs, including dyslexia, can succeed in mainstream schools.

[More information about the Dyslexia Friendly Schools June 2024 Update](#)

#### New introduction to Wiltshire Parent Carer Council video

The Wiltshire Parent Carer Council (WPCC) recognises that people access information in different ways. To enhance the different ways WPCC describe who they are and what they do, and reach even more people, they have produced a short film that gives a brief overview of the WPCC and information about some of what they do.

[New introduction to WPCC video](#)

## SEND Education Guide

We have published a new guide which lists the educational settings and opportunities we expect to be available for Wiltshire school aged learners with Special Educational Needs and Disabilities (SEND).

It is to be expanded to include early years and post 16 provision in September.

[More information about SEND Education Guide Introduction](#)

### Developing New Special School and Resource Base Places

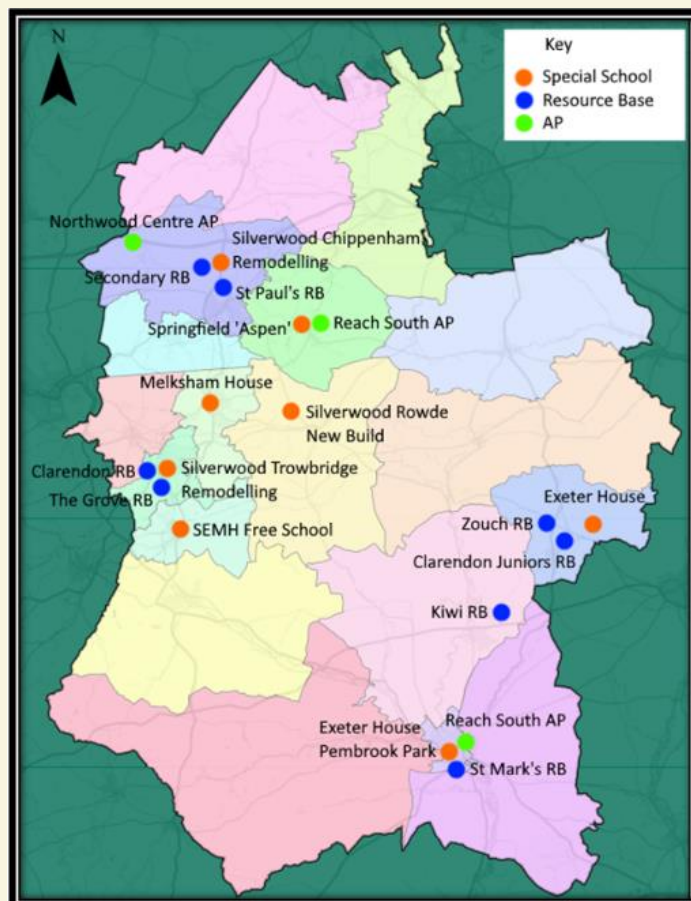
The Special School Transformation Team has had a busy year visiting our local schools and working with them to create new special school and resource base places, to meet the growing demand.

We are working on around 20 projects, at any given time, throughout the county in areas where Wiltshire children need more specialist SEN school places the most. These include new special school campuses and new special school buildings, new and expanding resource bases, and new alternative provisions (AP).

The map below shows the range of projects we're working on right now!

A huge thank you to all the schools, academies and colleagues who are helping to make this happen!

[Special school and resource base development projects](#)



## MORE NEWS from other organisations



Follow us on social media and keep up with the latest news on dyslexia and on what we are up to at Helen Arkell. You can follow us on [Facebook](#), [X/Twitter](#), [Instagram](#) and [LinkedIn](#)

You can download their latest e-newsletter as a PDF [here](#).

[IPSEA publishes manifesto on how to make the SEND system work - Learning Disability Today](#)



IPSEA has published [a manifesto](#) for making the Special Educational Needs or Disabilities (SEND) system work so children and young people have improved access to special educational provision and support that meets their needs, a legal right that is often widely disregarded.

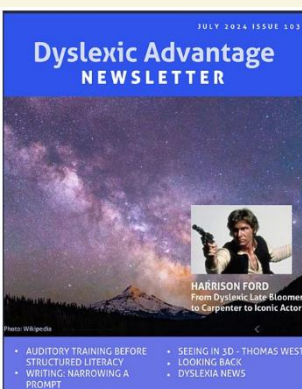
Full article via title link.

## Welcome to the summer 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:

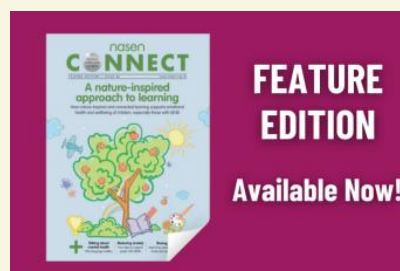
- An update from Amanda Allard;
- A postcard from the recent European Agency for Special Needs and Inclusive Education conference;
- A new survey on inclusive mainstream practices;
- A new report on disabled young people and their journey to adulthood; and
- Shining the spotlight on our CDC member the National Portage Association.



### July newsletter : <https://joom.ag/oDtd>

Star Wars and Indiana Jones actor Harrison Ford! Harrison has a pretty remarkable story about working as a carpenter and getting his first big break when he was installing a door for film director Francis Ford Coppola.

Also in this issue - tips for narrowing prompts for reluctant writers, resources for auditory training before structured literacy, and excerpt from Tom West's books about seeing in 3d.

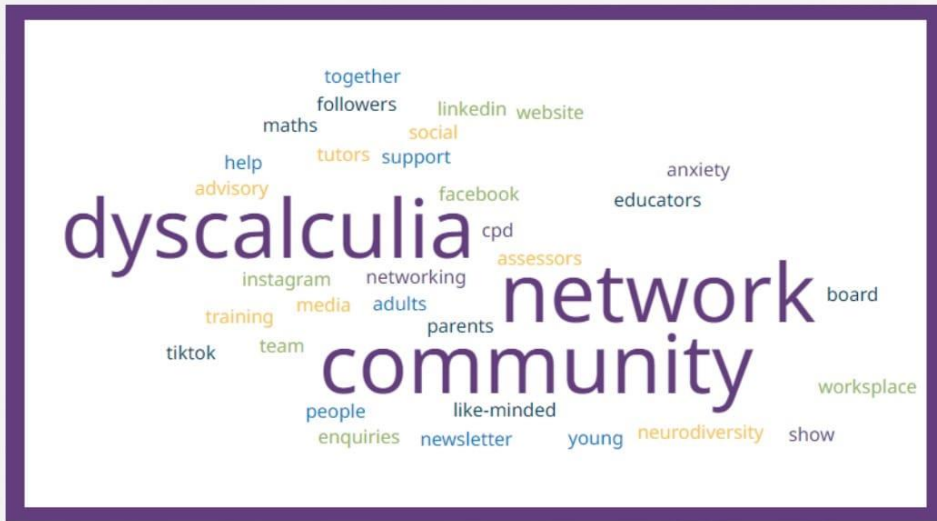


### [nasen Connect magazine feature edition 2024 | Nasen](#)

This mental health and wellbeing feature edition is packed full of articles to inform, inspire and embed a culture of communication about good mental health and wellbeing.

This edition showcases a range of replicable ideas and insights, including tips to help with expression of emotions, approaches for learners with SEND to reduce anxiety, and insight into a nature-inspired approach to emotional health and wellbeing, and one school's use of boxing to reframe emotions and promote engagement.

# Dyscalculia Network CIC Report 2023-2024



## Dyscalculia Network

You may or may not be aware that The Dyscalculia Network is volunteer-led and run. As such all of our activities take place alongside our [#volunteers'](#) works and responsibilities. We therefore can say we are very proud of the impact we have been able to make given these obvious restrictions... have a read of our annual report here to see what we achieved in the past year!

<https://dyscalculianetwork.com/dyscalculia-network.../>

## Dyscalculia Network

A fantastic game idea from the brilliant Karen!

Cross the teens gives practice of subtracting from teen numbers by bridging.

This strategy can then be applied to subtracting across other tens or hundreds boundaries.

### Cross the Teens Game

*A game for 2 or more players*

Each player starts with a 10 and keeps it throughout the game

Draw to make a teen number

Aces to 4s

5s to 9s

Draw and subtract

Player 1

Player 1

The player with the highest difference keeps all the drawn cards

Use the spot patterns to support decomposing and bridging across 10

First subtract 3 to make 10

$$13 - 3 = 10$$

Then use bonds for 10 to subtract the remaining 4

$$10 - 4 = 6$$

**Subtracting a single digit across the tens boundaries can be tricky.**

**Playing cards provide useful support, as the numbers can be seen in the pips, making it easier to practise the bridging strategy.**

**Let's make maths fun!**

## [UN Dyslexia Network Conference Morocco \(youtube.com\)](#)



NoticeAbility built a cohort of trusted, impactful, and compelling international partners during the Magellan Campaign. We recognized that global collaboration could scale our mission in a way we could not do alone. In January, these partners gathered in Taghazout, Morocco, to plot a course to manifest our collective vision. The video (in title link) captures the creation of the UN Dyslexia Network.



The United NoticeAbility Dyslexia Network (UNDN) is a consortium of non-profit organizations, schools, and private entities committed to empowering individuals with dyslexia worldwide. The UNDN supports the Sustainable Development Guidelines of the United Nations.

## EVENTS

### Parade Cinema in Marlborough has 4 special screenings over the summer holidays.



For more information and to book your places, follow the links below:

- Inside Out 2 – **Tuesday 30<sup>th</sup> July 2024 at 10:00am** - [Inside Out 2 \(theparadecinema.com\)](#)
- Despicable Me 4 – **Sunday 4<sup>th</sup> August 2024 at 12:20pm** - [Despicable Me 4 \(theparadecinema.com\)](#)
- Harold and the Purple Crayon – **Thursday 22<sup>nd</sup> August 2024 at 12:15pm** – [Harold And The Purple Crayon \(theparadecinema.com\)](#)
- Kensuke's Kingdom – **Sunday 25<sup>th</sup> August 2024 at 10:00am** – [Kensuke's Kingdom \(theparadecinema.com\)](#)

## Adult Dyslexia Centre

Advising • Developing • Connecting

ADC is a charity that supports adults with dyslexia.

We offer free services - advice and guidance, support groups, webinars.

We also have an experienced team of assessors who carry out assessments for all ages.

**We are here to help.**

**Website** - [www.adc.org.uk](http://www.adc.org.uk)

**Helpline** - [help@adc.org.uk](mailto:help@adc.org.uk) or Tel. 07774 846657

**Join our online support group.**

**They meet monthly and talk around a diverse range of topics relating to neurodiversity.**

Visit our home page and sign up in our news section: **Click [here](#) for our website.**

### **Next meeting Tuesday 6 August at 7pm**



**Summer is upon us, and we're excited to announce an incredible opportunity to enhance your professional development in the SEND field. Our Summer CPD Offer is here to help you unlock unparalleled SEND knowledge, understanding, and support for only £12!**

For a limited time, you can gain access to our extensive library of SEND content, featuring over 96 hours of expert material from leading professionals. Here's what you'll receive:

- Unlimited Access: Dive into a wealth of knowledge covering a wide range of topics in SEND.
- Complimentary Resources: Download our "The Things and the Stuff" guide, packed with valuable insights.
- Priority Access: Stay ahead with the latest SEND news, articles, and papers.
- Special Discounts: Enjoy substantial discounts on SEND Group products and accredited programmes.

#### **Additional Summer Benefits:**

- Free CPD Handbook: Receive a complimentary copy to support your professional development.
- 2 Free Months of SENDCo Calendar: Plan and manage your SEND responsibilities effectively.
- Early Access to SEND Bitesize: Get the latest updates and resources ahead of others.

**Hurry, this offer ends on 31st July!** Don't miss out on this amazing summer offer. Invest in your professional growth and make a significant impact in the field of special education needs and disability.

[\*\*Sign Up Now!\*\*](#)

#### **WEBINAR:**

**Dyslexia in Schools: Ensuring All Pupils with Dyslexia Can Access Support and Realise Their Potential Under a New Labour Government - Tuesday, 3 September 2024**

#### **Key Speakers Include:**

- **Professor John Stein**, Chairman and Co-Founder of the Dyslexia Research Trust & Emeritus Professor of Neuroscience and Fellow of Magdalen College, **University of Oxford**
- **Professor Julia Carroll & Caroline Holden**, Professor of Child Development and Education at **Coventry University** & Vice-Chair of the **SpLD Assessment Standards Committee (SASC)**
- **Professor Joe Elliott**, Professor of Education & Principal of **Collingwood College at Durham University**
- **Liz Day**, Education and Communications Consultant and **Exeter University Postgraduate MSc Psychology Student**
- **Dr Georgia Niolaki**, Senior Lecturer in SpLD/Dyslexia and Inclusion at **Bath Spa University**
- **Jim Rokos**, Founder of **Dyslexic Design**

[Event Details](#) [Website](#) [Register to Attend](#)

Notes below:

According to the British Dyslexia Association, 10% of the UK population are dyslexic, with 4% being severely affected, while a 2019 global report by Made By Dyslexia estimates that as many as one in five people are dyslexic. Research published in 2022 by Made By Dyslexia suggested, furthermore, that 43% of schools in the UK fail to understand dyslexic challenges and 80% of dyslexics leave schools undiagnosed, with only one in 10 teachers in the UK having a good understanding of dyslexia. The British Dyslexia Association consider diagnosis and support to be in their worst state since government funding for dyslexia began in the 1980s. The new Labour government has made raising standards in schools a priority for its term in office.

Under the Equality Act 2010, education institutions have a duty to make reasonable adjustments for students with special educational needs and disabilities (SEND) such as dyslexia. The previous Conservative government put measures in place to identify pupils who are facing challenges with reading and literacy, and to help teachers understand how to support them. Its SEND Code of Practice, however, sets out that meeting the needs of a pupils with dyslexia does not require a diagnostic label or test. Instead, teachers are expected to monitor the progress of pupils and put support in place where needed. In 2023, the Conservative government unveiled plans for reforming the SEND system in England, which it has since rolled out to ensure the educational system better meets the needs of all SEND pupils. Labour has said that it will take a community-wide approach to SEND, improving inclusivity and expertise in mainstream schools, as well as ensuring special schools cater to those with the most complex needs, make sure admissions decisions account for the needs of communities, and require all schools to co-operate with their local authority on school admissions, SEND inclusion, and place planning. The new government will also fund evidence-based early-language interventions in primary schools.

According to former MP Matt Hancock, who himself is dyslexic, the lack of neurodiversity training in initial teacher training is “striking” and “needs to change”. The MP’s Neurodivergent Conditions Screening, Teaching and Training Bill aimed to improve training for teaching neurodivergent pupils and ensure all children are screened before the end of primary school for neurodivergent conditions such as dyslexia; however, the Bill fell following the calling of the 2024 general election. Experts and campaigners insist that increased awareness of dyslexia among education professionals is crucial, with early recognition and support instrumental in improving outcomes for children and young people with dyslexia. Hancock insists that “early identification is the key to ensuring no neurodivergent child is left behind. The positive impact of promoting early intervention and better teacher training could be immense. [...] But shamefully, being a member of the identified neurodivergent club is often reserved for the wealthy.”

This timely symposium offers local councils, education authorities, SEND professionals, specialist dyslexia teachers, children’s charities and other key stakeholders the opportunity to examine the government policy on SEND and support in schools for children and young people with dyslexia and discuss strategies for improving dyslexia support and helping those with dyslexia to meet the challenges and embrace the opportunities that dyslexia can bring.

### Programme

- Assess government policy relating to SEND and dyslexia in schools and avenues for better identifying pupils with dyslexia and ensuring they can access support
- Learn about and assess how Labour’s plans for education might impact those in school with dyslexia
- Examine how training, screening and teaching for school pupils with dyslexia can be improved
- Learn about the latest techniques and approaches for supporting children and young people with dyslexia with their reading and literacy
- Improve understanding of the reasonable adjustments that education establishments should make for pupils with dyslexia
- Exchange best practice on working with children with dyslexia in schools to embrace their strengths and attributes, pursue their interests and develop their full potential
- Develop strategies for improving mental health support and interventions for pupils with dyslexia

**To register for the briefing, please [click here](#).**

**Please feel free to circulate this information on to any relevant colleagues.**

**Conference Team - Public Policy Exchange - Tel: 020 3137 8630**



We are delighted to announce our 2024/25 series of Access Arrangements CPD courses to keep you up-to-date with the latest JCQ regulations and requirements for exam access arrangements.

Commencing with a **free on demand update available from 28 August**, our range of face-to-face and online training options will allow you to select the sessions which best meet your needs, whether you are an experienced practitioner or completely new to working in access arrangements.

For more information visit our dedicated page on the website: [click here](#)

**4th September 2024 - 09:30-11:30 - webinar**

**Meeting the Needs of Every Child**

**Phase:** Early Years

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

**Book at:** [Meeting the Needs of Every Child](#)



**10th September 2024 - 14 January 2025 – Tuesdays at 15:30-16:30 - webinar**

**Professional Development Group: Preparation for Adulthood**

**Phase:** All

**Suitable for:** A parent/carer, Administration Staff, Administrator, Assistant Head Teacher, Consultant, Deputy Head Teacher, Early Years Practitioner, Education psychologist, Governor, Head Teacher, Inclusion Manager/Leader, Newly Qualified Teacher, Other, SENCO, Senior Leader, Student, Support staff, Teacher, Teaching Assistant, Tutor, Young person

**Book at:** [Preparation for Adulthood \(PfA\) Professional Development Group | Whole School SEND](#)

**10th September 2024 - 16:00-17:00 – Online Discussion**

**Specialist Spotlight: Promoting Mental Wellbeing**

**Phase:** Primary

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

**Book at:** [Specialist Spotlight: Promoting mental wellbeing in your setting \(Primary\) | Whole School SEND](#)

**11th September 2024 - 16:00-17:00 – Online Discussion**

**Specialist Spotlight: Understanding Anxiety and Creating a Supportive Learning Environment**

**Phase:** Primary

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

**Book at:** [Specialist Spotlight: Understanding anxiety and creating a supportive learning environment \(Primary\) | Whole School SEND](#)

**12th September 2024 - 11:00-12:00 – Online Discussion**

**Specialist Spotlight: Promoting Independence**

**Phase:** Secondary/FE

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

**Book at:** [Specialist Spotlight: Promoting independence \(Secondary/FE\) | Whole School SEND](#)

**12th September 2024 - 15:00-16:30 – webinar**

**Professional Development Group: Adaptive Teaching**

**Phase:** All

**Book at:** [Adaptive Teaching Professional Development Group | Whole School SEND](#)



Our Thursday Thirty live online training & information sessions run throughout the school term.

Sessions will start again in September 2024 so keep an eye on our website training page as new sessions will be added.

**Thursday 19 September 2024, 15.30 - 16.00**  
**Thinking ahead around exam access**

In this session CENMAC Advisory Teacher Maureen De Longhi provides useful information about organising access arrangements for the SATs, Key Stage 2 tests and the GCSE exams.

[> Reserve your spot](#)

**Thursday 26 September 2024, 15.30 - 16.00**  
**Supporting SEND Students with Scanmarker Reading Pens**

In this session Aventido Product Specialist James will be presenting Scanmarker Reading and Translation pens. He will explore the practical applications and benefits of Reading and Translation Pens in an educational setting and show how using multiple ways to process information can benefit pupils with dyslexia.

[> Reserve your spot](#)

<p><b>Free Webinar</b></p> <p>British Dyslexia Association</p> <p><b>Diagnostic Assessments</b></p> <p>All you need to know</p> <p>18 September 7.00pm - 8.00pm</p> <p>Suitable for: Everyone</p>	<p><b>Free Webinar</b></p> <p><b>Exam Access Arrangements</b></p> <p>26 September 7.00pm - 8.00pm</p> <p>Suitable for: Parents/Carers/Educators</p> <p>British Dyslexia Association</p>
<p><b>Diagnostic Assessments - All you need to know.</b> <a href="#">Register FREE here</a></p>	<p><b>Exam Access Arrangements for GCSE and A-Level Students.</b> <a href="#">Register FREE here</a></p>

# Meet our Speakers

Positive Dyslexia Ltd  
Neurodiversity Conferences  
London and Liverpool 2024



## Twickenham 13/9/2024

With Cat Eadle from the Dyscalculia Network and



### PROFESSOR ANNA BARNETT

Anna is Professor of Psychology at Oxford Brookes University and co-author of DASH and the new DASH 2



### RACHEL GELDER AND PAMELA HANIGAN

Both passionate Specialist Teachers will be giving practical tips for the classroom



### RACHAEL MCMULLEN

Rachael is the Head of Dyslexia Support at Helen Arkell Dyslexia Centre in Farnham. She is a specialist assessor for both children and adults and a Board member of SASC.



### ALISON SZALAY and Rachel Williams

Alison and Rachel are both advisory teachers for Wiltshire Local Authority and recently the LA received the esteemed BDA Dyslexia Friendly Quality Status.



### DR REBECCA GOOD

Rebecca is from Education Elephant and is an Educational Psychologist based in Ireland. She regularly runs webinars and training on tests such as the Woodcock Johnson 4 and the new version 5.



### JULIA CLOUTER AND DR SUSIE NYMAN

This amazing double act will be presenting their practical tips and strategies.



**Dyslexia and Dyscalculia Conference at the Exchange in Twickenham on 13th September!**

**Still early bird tickets available, but only till 31st July.**

**What a line up we have - don't miss out! <https://lnkd.in/epps6NH2>**

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

Join us for a day dedicated to promoting inclusivity in education, featuring a range of inspiring speakers and engaging sessions.

We are pleased to host this conference for professionals working in the field of SpLDs which will include a number of SASC CPD approved sessions.

There have been many changes over the past year, including a new definition of dyslexia and changes to the way this is assessed. The conference will include keynote speakers and other experienced professionals who will present on a range of key topics related to the changes, as well as information on how to practically and effectively support learners.

We hope that this conference will support you to have confidence in these changes. **Booking will open next week, please keep checking the website.**

**Dyslexia and Dyscalculia:  
Confidence in Change**

Specialist Practitioner Conference

Date: 27th November 2024  
Venue: Leonardo Hotel, Milton Keynes  
Suitable for: Assessors and Specialist Teachers

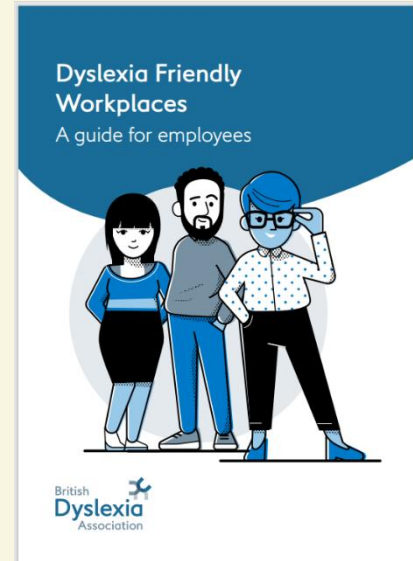
The BDA's latest addition to their collection of excellent guides:

[British Dyslexia Association - Employee Guide](#)

See also:

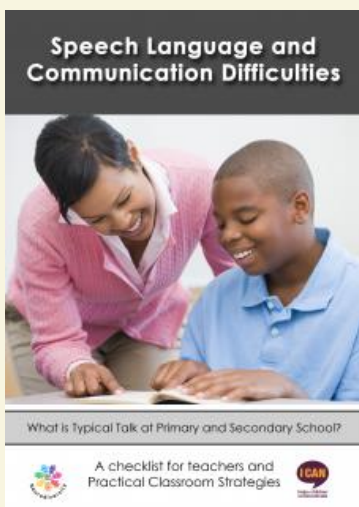
[BDA Guide for Parents](#)

[BDA Employers Guide](#)



### [Your Summer Reading Hub](#)

This summer, we're thrilled to offer an exciting range of free books, comics, and reading resources to keep your children engaged. Our varied selection combines reading with fun craft activities, featuring printable worksheets and interactive screen options. We've curated our best content to support your child's literacy journey and help them "ramp up their reading miles." Join us in making this summer a season of reading and discovery!



#### **Introduction to Developmental Language Difficulties (DLD) and Speech, Language and Communication Needs (SLCN)**

The 11th article is now available in a series of [FREE ARTICLES](#) on Speech Language and Communication Difficulties.

It's free for you to download, print out and share with your community.

Add it to your Booklet -

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

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

Click here for access to all the articles: [FREE Download.](#)



### **We've just rolled out an awesome YouTube tutorial series!**

Whether you're a newbie or a seasoned learner, our step-by-step videos for our award-winning devices cover everything from basic setup to advanced reading features. Dive in and make the most of your reading pens today!

[View Tutorials](#)

### **We also worked on The London Grid for Learning (LGFL) Podcast!**

Their mission is to advance education. We shared our top insights with them on building inclusive environments and practices to help students feel valued and supported. Join our head of education 'Julia Clouter' [Listen to the full interview with Patrick McGrath!](#)

[LGFL Highlights](#)

Join our Head of Education, Julia Clouter, for effective teaching methods, innovative technology, and assessments designed to improve literacy skills for academic achievement and personal growth.

▶ Pressed for time? Not a problem! Watch some of the key highlights here:

[Providing offline and online tools for pupils for independent learning](#) (05:23)

[Top suggestions for promoting inclusive practices](#) (03:52)

[Bridging the offline and online world with Scanning Pens](#) (04:04)

[Reasons to be cheerful - What is the future of inclusive practice?](#) (01:55)

### **We've just released some exciting new content on our blog...**

Uncover ways to make education accessible and inclusive for all individuals, and help build a thriving network with our latest blog addition:

[5 quick ways for dyslexia professionals to connect with the global community this summer!](#)

[Explore More](#)

### **Scanning Pens Pilot program – Get booked in for September!**

Scanning Pens is currently running an amazing pilot program for the Autumn Term 2024 and is looking for schools who would like to participate from September.

If your school chooses to take part, they will be sent 2 x 'Reader Pen 2' devices. This is only for schools that **do not** currently have any of the new Reader pens.

The pens will be sent on a trial basis, and participating schools will trial them free for 60 days. This will give schools a chance to try them with many students to see the impact they can have.

As part of the trial, the SENCo from each school taking up the offer will need to attend 2 x training sessions, these will be at a convenient time for the schools so they can all attend at once.

- Session 1 – With Neil (Business Development Manager – Independent & Special Schools) going through the features of the pens.
- Session 2 – With Julia (Global Education Manager) About implementation.

[> Find out more about the program and sign up](#)

# Why do we need to keep kids reading over summer?

## The experts weigh in...

[Scanning Pens](#)

July 25, 2024

Congratulations! Parents, it's time to celebrate: your young learners have made it to the end of school for the year, and the long summer is stretching out in front of them. It's time to enjoy the good weather, as well as relax and take a break from the pressures of classroom life.

...They've earned it, and it's time to make the most of it. But when it comes to reading and learning, can that period of pure relaxation sometimes come at a cost?

We've asked five of the (very hypothetical) experts in your child's life about why reading over summer is so important, and what you might be able to do to keep them turning the pages until school starts again. Let's begin. [↓](#)

### Expert #1: 🍎 The Teacher

Kids who don't read over summer end up losing up to [20% of the previous school year's reading gains](#), and that can put them at a disadvantage when they head back to into the classroom. That's a lot of catching up to do when school starts again, and it can impact their confidence and their grades in an ongoing way. The key to beating the slide is keeping reading going, in whatever form you can, to ensure that those skills don't erode from weeks of under-use.

### Expert #2: 🧠 The School Mental Health Lead

[Reading has a lot of mental health benefits](#). It can help reduce stress and beat some of the boredom that quite often creeps in toward the end of the summer break. It's also a good way of supporting children and young people in developing empathy. Any time things feel a little stressful, books also provide a vital form of escapism for readers—which is vital in the era of [doomscrolling](#).

### Expert #3: 📖 The Librarian

It's always a good idea to keep reading going, but when school doors are closed, it's not as easy to have that ongoing access to books. You [can join your local library](#) for a low-cost way of opening up access to new reading materials, and try not to worry too much about the reading materials they're choosing: a book on football, [comics](#) or a joke book count as reading just the same as a novel or a textbook does.

### Expert #4: 📁 The Careers Tutor

Maintaining a reading habit can also help learners out when they're leaving education and looking for work. Sure, there are the academic benefits to consider—larger vocabularies, better grades—but it can also help hone soft skills like communication, interpersonal relationship-building, creativity and persuasion. Strong readers don't just make good editors and researchers; they make good managers, creators, idea generators, and team workers, too.

### ...But what if my child doesn't *want* to read over summer?

We get it: there's some heavy competition from lie-ins, sports, hanging out with friends, social media and video gaming. You can help incentivise reading by adding rewards like days out (or tasty snacks) into the mix, but it's also important to ensure that 'not wanting to read today' doesn't go deeper.

1 in every 5 learners in your child's class is going to have a reading difference like dyslexia, and thanks to the pandemic, there are more kids than ever who have fallen behind in reading. If reading aversion seems to go beyond the normal summer-holiday slump, it's always worth having a quick conversation about why. It might be that they need some extra support, whether that's diagnosing a neurodiversity, or just the addition of some [text-to-speech reading support](#) to give their confidence a boost.

💡 **Need a hand getting your young readers back into books for summer? Why not take part in [Scanning Pens' Summer Reading Challenge](#): just follow the map and colour your adventure for the chance to win big!**

Keep your eyes on the Scanning Pens [LinkedIn](#) and [Insta](#) page for more.



**IPSEA**

**Have you used our SEND 'quick guides'?**

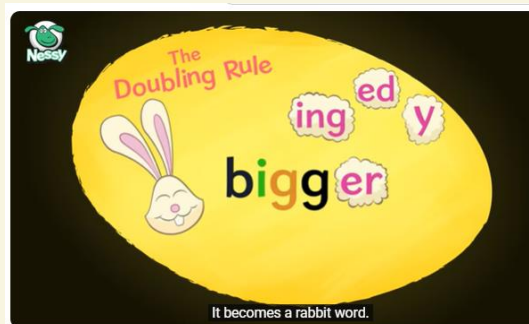
Navigating support for children and young people with SEND can be complex, but our quick guides tool provides simple explanations to help.

We've just added more definitions, and you can also use the links in the guides to visit the rest of our website for further reading.

[Explore our quick guides >>](#)

### [The Doubling Song | When do you double the consonant? \(youtube.com\)](#)

"The Doubling Song"! This catchy tune will guide you through the Doubling Rule and explore how adding an 'ing' can make words grow two consonants and transform into "rabbit words"! What You'll Learn: How to identify when to double the consonant at the end of a word. Understanding the role of short vowel sounds in the doubling rule. Fun examples of words that double their consonants when 'ing' is added. This video features in Nessy Reading and Spelling, a structured literacy program for ages 6-11.



“

More needs to be done and I think it's about giving people choice. But there is no choice because there's no resources.

”



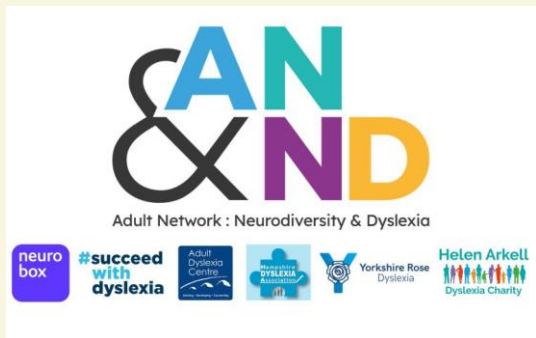
**Dr Helen Ross**  
Founder, Helen's Place

### [Sen in Ten](#)

Darren C. spoke to [Dr Helen Ross](#), dyslexia expert and founder of Helen's Place on our recent SEN in Ten episode.

You can listen to the full episode here:  
<https://ow.ly/vytB50SwqjE>

## [Session 7 - Elizabeth Takyi's Incredible and Inspirational Story \(youtube.com\)](#)



[Donna Stevenson](#) had the honour and pleasure of hosting the latest ANND session with the awesome [Elizabeth Takyi \(BA Hons PGcert\)](#)

## [The Missing Piece for teaching dyslexic readers and spellers. \(youtube.com\)](#)



Join us for an inspiring talk with Louise Barnes.

Louise will be sharing her journey and what she learned about why people can't read/spell (it's a very individual and personal experience but the underlying issue is the same).

It's important to me that people realise dyslexic children and adults work so very hard and deal with so much because of the

way their brilliant brains process letters and words.

We will be diving into how NLP based process can quickly and easily change that. Louise mission is to give people hope that there is a simple way to help struggling readers and spellers.

Louise goal is to get fellow educators to take notice, If we work together, things can really change for children at school.



### Question

I am struggling to pass an exam at work but have no proof I'm dyslexic so can't get any extra time. Please can you help?

[Read answer here.](#)

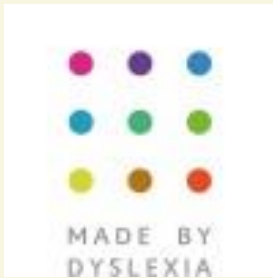
### Question

We have a dyslexic member of staff who is struggling to complete our mandatory online training - can you recommend anything to help?

### Answer

Dyslexia impacts individuals in different ways, but many benefit from reasonable adjustments to help them to complete training and assessments...[read the full answer here.](#)





## Made By Dyslexia

### Did you know...

1 in 3 dyslexic children aged 5-6 years already feel they can't keep up or do the things other children can. By ages 7-8 years, this rises to 2 in 3.

That's because, with education's emphasis on measuring things that dyslexics find challenging, like reading, writing, spelling and rote learning, we become acutely aware of the things we CAN'T do instead of treasuring the things we CAN.

Spotting Dyslexic Thinking skills and focussing on strengths is key to building self-esteem. Because otherwise we lose confidence in ourselves and our ability to learn.

Find out how you can Empower Dyslexic Thinking at School (or at home) with our free course on Microsoft Learn. <https://lnkd.in/g3e-jqPH>

Each dyslexic has a different pattern of strengths and challenges. We score very high in some things - often in the top percentiles. But in the areas we find challenging, we score very low - often in the bottom percentiles.

That's why it's vital, in the workplace, that we focus on our strengths - the things that we're naturally good at - and delegate our challenges.

Don't try to be Superwoman/Superman. Spending hours trying to get better at things you find difficult really isn't productive.

Delegate or ask for help.

Your kryptonite will be someone else's superpower.



### Words with 'tch'

## Downloadable game for the holidays

Simple board game designed to be a fun way to reinforce learning of the trigraph "TCH" (as in fetch) and keep learning alive over the long summer holidays.

[Download here.](#)

## National Autism Trainer Programme

“Wonderful, fantastic training!  
The best I've had in years.”

Course delegate

Book your free  
NHS-funded place

Commissioned by  A partnership of  Anna Freud  AT-Autism



## [Book training | Anna Freud](#)

Enhance your skills with this NHS England-funded training course.

### **National Autism Trainer Programme**

Enhance your practice with training that is co-produced and co-delivered with autistic people and promotes an experience-sensitive, trauma-informed approach. Fully-funded by NHS England and delivered in partnership by Anna Freud and AT-Autism. For staff working in NHS mental health, residential special schools and colleges, and health and justice settings.



### **New autism resource for careers advisors**

We have launched our autism-specific Careers Education Framework. This free, easy-to-follow online resource will help careers leaders and professionals to provide autistic young people with informed, tailored advice about their journey from education to employment. We've collaborated with experts to produce two versions of the framework for specialist and mainstream educational settings.

[Download the resource](#)

### **Webinars for parents carers of autistic children and young people**

Talk about Autism is the online community for parents and carers. Our resource library hosts webinars delivered by experts and those with lived experience of autism on topics such as school admissions, supporting autistic young people with anxiety and home to school transport.

[Check out the webinar library](#)

### **Accessing support during the summer holidays**

The summer holidays are a great time to relax and un-wind, but we know for many parents and carers of autistic children and young people that the summer holidays can be stressful as you try to juggle multiple responsibilities. We've put together a list of ways to you can get support over the school holidays including respite programmes and accessing free meals.

[Learn more about the support available](#)

# Summer Reading

## 7 ways to encourage your child to read over the summer

Reading over the summer lets kids practice their skills and learn about new topics. Download a summer reading bingo board to encourage your child to read. Plus, get other tips to motivate reluctant readers.

Some kids love having more time to read over the summer. For other kids, summer reading is a chore. This is especially true for kids who struggle with reading.

Still, reading over the summer is important. Kids can experience the “summer slide” if they don't do anything academic over the long break. They may spend the beginning of the next school year relearning certain skills.

Here are some ideas to give your child an extra boost of motivation.

### 1. Try a bingo board.

Some teachers motivate kids to read by giving out summer reading bingo boards. Have your child put a checkmark in a box after completing each task. Children can win “bingo” by covering five squares in a row (horizontal, vertical, or diagonal).

B	I	N	G	O
 Read while eating a snack.	Read a book of poems or jokes.	Read to a pet or stuffed animal.	Read about a faraway place.	 Read in a cozy spot.
Read a book that a friend recommended.	 Read a book about an animal.	Read an article from a newspaper or magazine.	 Read a true story.	Read a book that was made into a movie.
 Read outside.	Have a reading party with family or friends.	Free Space	Read a library book.	Write your own story. Then read it aloud.
Read an		Read a great	Read a	

### Summer reading bingo board Understood

### 2. Set a goal.

Talk with your child about a reading goal. For example, how often should your child read each week?

If you're using the bingo board, talk with your child about how much of the bingo board to complete and by when. For instance, your child might try to complete one row in a month. Another child may try to get in two or more rows — or even fill out the whole board by summer's end.

### 3. Give choices (and some guidance).

Let kids read books they might not get to read in school. It's OK if the reading level is harder or easier than your child's level. If your child wants to read a book that's too challenging, you can read it together. An easier book can still help kids build skills and confidence.

Kids should choose their own books for independent reading. But too many options in a library or bookstore can be overwhelming. Narrow it down by consulting a [list of books for reluctant readers](#). You could also ask a librarian or your child's teacher for recommendations.

### 4. Keep a running list of books to read.

Maybe your child heard about a great book from a friend or spotted a new book on display at the library. Create a list of books for future reading. That way, when your child finishes one book, there's another book just waiting to be read.

Here are [summer reading recommendations](#) for kids in elementary, middle school, and high school. You can also find ideas in the [Book Finder](#) tool from Understood founding partner [Reading Rockets](#).

## 5. Remember that reading takes many forms.

Books can sometimes feel overwhelming to kids. But your child can read in all sorts of formats — from books to magazines, audiobooks to graphic novels.

Kids who like to travel and explore might enjoy reading online sites about mountain climbing adventures or the top 10 things to do in your state. They can also read monument plaques, park maps, and more.

## 6. Make reading comfortable.

Take note of the places your child is most likely to curl up with a good book. Leave books and other goodies in these places.

For instance, leave a book and flashlight on your child's nightstand. Set up a beanbag in the corner of a quiet room with a book and your child's favourite snack. Sneak a book and sunglasses into your child's pool or beach bag. You'll be creating opportunities for reading.

## 7. Be a reading role model.

Show your child what it means to be a reader. Pull out a book or magazine of your own instead of turning on the television. Read a book together before bed. Encourage siblings to read to each other (or to a pet!). You'll create a family culture where reading is treasured at any time of the year.

- Keep track of summer reading assignments with our free [summer reading logs](#).
- Explore our [summer guide for families](#) for other summer learning tips.



**The summer holidays are here!** 🌞 If you're planning to do a bit of prep during the break, I've got you covered. Let me know if you'd like to familiarise yourself with IDL before the holidays begin, and I'll send you **your unique TRIAL LOGIN DETAILS**.

**Start a trial NOW and see the IDL programs in action!** I could help you set up your pupils before they finish, keep them learning during their break, and get ready for the new school year.

Send me an email to [matthew.szczesniak@idlsgroup.com](mailto:matthew.szczesniak@idlsgroup.com) and I will help you get started.

**Choose from IDL Literacy, IDL Numeracy, or IDL Wellbeing, and get access to our Literacy Screener, Numeracy Screener, and Multiplication Tables Check for FREE.**

**Wishing you a GREAT SUMMER BREAK from all of us at IDL!** [Request Login Details](#)

## [Neuron Learning – see free resources](#)

As parents, we often focus on our children's academic progress, but did you know that their listening skills play a crucial role in their overall learning and reading development? Hidden in plain sight, these listening superpowers can be the key to unlocking your child's full potential.

Think about it - how can a child comprehend a story or follow complex instructions if they're not actively listening? Developing strong listening skills helps children better understand what they're learning, retain information, and communicate effectively. It's the foundation for successful reading, writing, and academic performance.

The good news is you can help your child strengthen these hidden skills through fun and engaging activities right at home. From "Sound Scavenger Hunts" to "Storytelling with a Twist," these exercises not only build listening proficiency, but also foster creativity, attention, and a love for learning.

So, why not put on your parent-superhero cape and unleash your child's listening superpowers? With a little creativity and consistency, you can help them conquer reading challenges, ace their schoolwork, and confidently navigate the world around them. Get ready to witness your child's hidden skills blossom into academic success and beyond!

Here are some examples of listening exercises that you can try with your child at home:

**I Spy:** This classic game is a great way to practise listening skills. You can take turns giving clues about objects in the room or outside, using descriptive words to help your child identify the object.

**Storytelling:** Read a short story to your child, then ask them to retell it in their own words. This will help them practice their listening comprehension and recall skills.

**Listening to Music:** Play different types of music and ask your child to listen carefully. Then, ask them to describe what they heard - the instruments, the tempo, the mood, etc.

**Sound Scavenger Hunt:** Create a list of common sounds (e.g., a dog barking, a car honking, a doorbell ringing) and have your child identify each sound as they hear it.

**Rhyming Games:** Say a word and ask your child to come up with as many words as they can that rhyme with it. This will help them practise their phonemic awareness.

**Tongue Twisters:** Tongue twisters are a fun way to improve phonemic awareness and listening skills. Start with simpler ones and gradually increase the difficulty.

**Simon Says:** This classic game is a great way to practice listening skills and following instructions. Make sure to give clear, concise instructions for your child to follow.

**Listening to Audiobooks:** Audiobooks can be a great way to expose your child to a wide range of vocabulary and complex sentence structures. After listening, you can discuss the story and ask comprehension questions.

Remember, the key to these exercises is to make them engaging and fun for your child.

Happy listening!



Our top 5 tips on how to...

## Unlock the workplace for your dyslexic colleagues!

♥ **#1. Make sure that you're communicating accessibly!** Check if folks would feel more comfortable if your email was a quick call, and structure your emails in a way that's easier to digest, i.e. bullet pointing new topics or action points.

♥ **#2. Think about your fonts!** It might feel like working with dyslexia 101, but every time you put together a presentation or report, stick to dyslexia-friendly sans-serif fonts and think carefully about your sizing and spacing.

♥ **#3: Call in the professionals!** Has everyone in your business has been recently [trained by a neurodiversity professional](#), and are they confident in how to best support the needs of their dyslexic colleagues?

♥ **#4: Build an inclusive hiring process!** This one's for your future dyslexic colleagues: make sure your [hiring process is neurodiversity-friendly](#), and you're avoiding the pitfalls of [CV selection software](#).

♥ **#5: Have reading support on hand.** Whether that's screen reader software, reliable reading pens or even just a proofreading system between colleagues, working with dyslexia feels much easier when you don't have to go it alone.

[Subscribe to Dyslexia Digest!](#)

[Neurodiversity training with SWD!](#)

**Free online learning with Succeed With Dyslexia!**  
Hey, don't panic! It's available anytime if you missed it...

## Dyslexia at work and Workplace Needs Assessments with Katrina Cochran

Our **FREE on-demand webinar event is led by the Founder and Director of Positive Dyslexia, Katrina Cochran**

This special session will explore the journey of working with dyslexia, focusing on what's available to help identify dyslexia in adults, the pathways an individual can choose from when dyslexia is suspected, workplace accessibility best practice, and how to recognise when to seek a Workplace Needs Assessment.

[Watch On-Demand](#)

Identifying Dyslexia at Work:  
Workplace Needs Assessment

**Katrina Cochran**

Watch FREE  
on demand!

#succeed  
with  
dyslexia

Also, now available on demand:

## [Identifying what makes a dyslexia-friendly workplace with Donna Stevenson](#)

Join neurodiversity expert and Succeed With Dyslexia Ambassador Donna Stevenson talking all things accessibility, inclusion and empowering dyslexic colleagues! The workplace works best when it works for everyone, and we're here to guide you through the process.

See more: [On Demand Webinars | Succeed With Dyslexia](#)

 <p>Dyslexia Awareness For Primary-Aged Children Summer Term</p>	<h3>LATEST BDA WEBINAR RECORDINGS</h3> <p>You can watch the session using this link: <a href="#">Dyslexia Awareness for Primary-Aged Children</a></p> <p>View slides: <a href="#">PowerPoint Presentation</a></p>
 <p>Webinar Secondary Summer 24</p>	<p>You can watch the session using this link: <a href="#">Dyslexia Awareness for Secondary-Aged Children</a></p> <p>View slides: <a href="#">PowerPoint Presentation</a></p>
 <p>Webinar Secondary Summer 24</p>	<p>You can watch the session using this link: <a href="#">Don't stop me now! Achieving with Dyslexia in FE/HE</a></p> <p>View slides: <a href="#">PowerPoint Presentation</a></p>
 <p>Understanding Dyslexia In the Workplace (For Employers)</p> <p>16 July 12.00pm - 1.00pm Suitable for: Employers/HR Support/Management</p>	<p>You can watch the session using this link: <a href="#">Dyslexia Awareness for Workplace - understanding dyslexia (employers)</a></p> <p>View slides: <a href="#">PowerPoint Presentation</a></p>

## Make a splash - [Download Free](#)

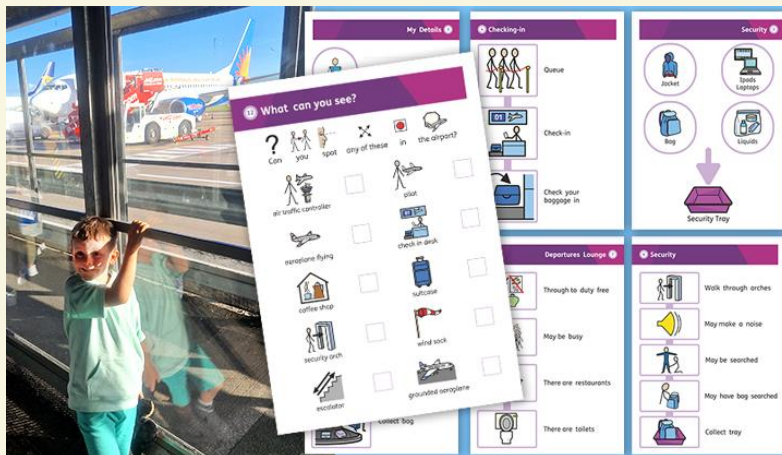
From apple boat building to bubble potion making, our symbolised boredom busters are great for children and grown-ups alike to explore together – and not forgetting our upside-down water glass experiment! With STEM-supported activities also included, there's something for everyone come rain or shine. Perfect for screen-free fun!

## We're going where the sea is blue... [Download Free](#)

Whether travelling to a city, the seaside, a new country (or just in our imaginations), our holiday flashcards are brilliant for building on vocabulary. With holiday clothes, transport, things to see, and more – these colourful flashcards are easy to print and cut out. The ideal travel companion for your next adventure!

## A glassful of sunshine - [Download Free](#)

Did somebody say smoothie? This easy-to-follow recipe can be rustled up straight from the fruit bowl! With symbolised ingredients and instructions included, our yogurt smoothie can be ready to slurp in as little as 10 minutes! Suitable for 6 years+ with a grown-up's supervision.



How does it feel boarding a plane for the very first time? From arriving with our suitcases to travelling through security – the airport journey can feel daunting for a lot of children, often before a holiday has even begun. Read how Widgit Symbols helped Louis navigate his first experience and ease anxiety using our aeroplane journey visual resource – a reminder that symbolised communication can help individuals of all ages and all abilities!

[Find Out More](#)



### The Language Nerds

features some interesting articles including:

[Interesting Facts About the English Language that You Didn't Know. - The Language Nerds](#)

1. English is not the official language of England.

2. The character “&” used to be the 27th letter of the English alphabet.

### [Scientists reveal a fascinating neurocognitive trait linked to heightened creativity \(msn.com\)](#)



A recent study published in the journal *Brain and Cognition* has found that creativity is linked with a reduced brain response to unusual, or “oddball,” stimuli. This suggests that creative individuals process the importance of surprising information differently, which may help explain their unique thinking patterns. This diminished brain response might enable creative individuals to access a broader range of information.

Full article via link in title.

### [Dyslexia & Literacy Difficulties: What are the Early Indicators? – SEND Pathways](#)

Dyslexia is a well-known specific learning difficulty that affects how individuals read, write, and spell...amongst other things, before anyone contacts me!! Given that early identification and intervention are crucial for supporting children with literacy difficulties and helping them thrive academically and emotionally, it is important that teachers and parents/carers are aware of some of the indicators they may spot in their first few years of schooling.

Read full article in title link.



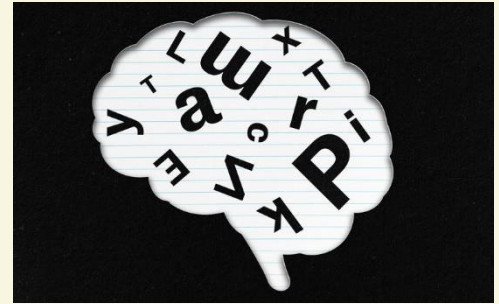
[Nigel Pugh](#)

This is a really interesting report conducted by the Children's commissioner which found that 'nearly a third (29%) of children in alternative provision did not sustain a positive destination after leaving in Year 11.'

Take a look: [An Alternative Route: Post-16 support for young people attending Alternative Provision | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

## [Seven misconceptions about dyslexia](https://www.telegraph.co.uk) (telegraph.co.uk)

by Georgina Fuller



Around 10 per cent of the population are thought to be dyslexic.

What do Richard Branson, Delia Smith and Tom Cruise have in common? And no, this isn't the start of a bad joke. The uniting link is that they are all dyslexic.

Around 10 per cent of the population are thought to be dyslexic, according to the British Dyslexia Association (BDA.) The condition, which is classified as a neurodevelopmental disorder, primarily affects reading and writing skills but it can also impact information processing, memory, coordination and organisational skills.

**Dyslexia** is considered a disability under The Equality Act 2010 and as such individuals can expect "reasonable adjustments" in education and the workplace. Here, experts unravel the myths about this condition.

### **People with dyslexia are just lazy readers and need to try harder**

"Individuals with dyslexia or reading impairments are very hard-working," says Dr Nadine Gaab, an associate professor of education at Harvard University. "But the usual way or intensity used to teach them to learn to read is not sufficient to turn them into a reader."

For someone with dyslexia, it's not a case of not wanting to try – it's a case of having different needs and an alternative way of doing things. "All individuals with dyslexia or reading impairments can learn to read but it requires evidence-based intensive intervention (which varies across individuals) and a dedicated team to reach the same level as typically developing kids," explains Dr Gaab.

### **Dyslexia is a sign of low ability**

People still seem to think that dyslexia is a sign of low intelligence, says Jemma Zoe Smith, an [Oxford](#) graduate, private tutor and education expert. "As someone who holds an undergraduate degree in biochemistry, a masters specialising in human genetics, and a PGCE in secondary science with a scholarship from the Royal Society of Chemistry, I would like to think I prove that misconception wrong."

Smith wasn't diagnosed with dyslexia until her first year at university, and found that a diagnosis helped to put things into perspective. "My tutors pulled me aside to explain that my verbal answers did not match my written work. It was my tutors who recommended I get a dyslexia assessment.

"Looking back, I remembered having to have handwriting lessons in year five and I struggled with writing essays, but since I took three sciences and maths at A-level, the essay writing wasn't such a big issue."

### **You should wait until children are older to screen them for dyslexia**

"An earlier diagnosis can bring a number of benefits," says John Gabrieli, a professor of cognitive neuroscience at the Harvard-MIT Department of Brain and Cognitive Sciences.

"We know that dyslexia is **genetic** – it tends to run in families and a few risk genes have been identified. It is, therefore, ideal to screen children for the language difficulties that lead to dyslexia when they start school.

"Here in the United States, nearly all states have, in the past few years, required screening in kindergarten (which starts at age five). This is important because the educational interventions that best help children are known to be effective in the early years, and less so after years three or four."

### **Dyslexic people need lots of support at school**

Dyslexia can show up in many different ways, from delayed language development, to speech, to issues with listening skills or processing. A few small tweaks to the way dyslexic children learn can make all the difference, notes Dr Stanbridge from the British Psychological Society's Division of Educational and Child Psychologists (DECP).

"Information which is already available in most classrooms (phonics screening checks, teacher assessments and so on) can help to identify children who are not making progress with their literacy and specifically which aspects of literacy they need support with," she notes.

Assisted technology, such as speech recognition software, audio players and graphic organisers, can also make a huge difference and help dyslexic students access learning, Dr Stanbridge adds.

### **Dyslexic people are more creative**

"This is a benign myth, although there is evidence that a larger proportion of school students with dyslexia do better at the arts subjects," explains Dame Uta Frith, an emeritus professor of cognitive development at University College London (UCL.)

"Perhaps that is, however, because they are turned off by the more traditional academic subjects and naturally lean towards and cultivate the ones they are better at."

### **Adults with dyslexia might struggle in further education**

"Higher education institutes and universities are actually really well set up for dyslexic students," says Dr Debbie Gooch, a lecturer in developmental psychology at the University of Surrey.

"There is actually a huge amount of support for dyslexic students at universities and higher education institutes. Universities usually have a [disability and dyslexia] department on hand and are required to make reasonable adjustments, to make sure the student has all the necessary support in place."

At the University of Surrey, for example, all students have a personal tutor who can signpost them to the university's disability and [neurodiversity](#) service for assessment and support if necessary.

"There are a number of things that we try to do as standard in our teaching to support all students, including those with dyslexia or other learning needs. For example, lectures are recorded so students can listen back later, and slides, materials and handouts are provided in advance," Dr Gooch says.

### **Students seek a diagnosis in order to get extra time in exams**

While it is true that having a dyslexia diagnosis can have a number of practical benefits, including access to the Disabled Students Allowance, many of the benefits of having a diagnosis are primarily psychological.

"A diagnosis can help to explain long standing difficulties with a range of tasks. This is often a relief for the individual and can have a positive impact on their self-esteem and confidence. It may also be a huge support for them in terms of understanding their strengths and challenges and give them ideas for support that can make a world of difference," says Lynn Lovell from the British Dyslexia Association (BDA.)

Alison Davies, a learning difficulties tutor and assessor at Individual Assessments, adds: "Most importantly, for the individuals I work with, including adults, a diagnosis enables them to work at their pace.

"Learning at a rate which ultimately builds confidence and means an individual will be more willing to try new and other things, and have a positive outlook."



### [Louise Selby](#)

Exceptionally written and well informed article about the influence of social media and neurodiversity. Lauren speaks with knowledge, having researched the topic, but also personal experience. Well worth a read.



### [Lauren Duffy • Presenter/Producer/Media Specialist/Neurodiversity Advocate](#)

I wrote a piece for the fantastic [Powered By Diversity](#) about the dangers of social media influence on Neurodiversity.

Social media is a great place to start the conversation about neurodivergent conditions, however this also leads to people quick to label and self diagnose, especially with ADHD.

## The danger of social media's influence on Neurodiversity

**The danger of social media's influence on Neurodiversity – how false information and representation of what it's really like to be neurodivergent is affecting people**

- By Lauren Duffy

## [How dyscalculia and maths difficulties can impact learning in other subjects - Dyscalculia Network](#) [June 21, 2024](#)

by Monika Calatayud



### How do maths difficulties impact learning across the curriculum?

Children will often struggle in their maths lessons, but it is often underestimated how maths difficulties can impact on other subject across the curriculum from Science to Music. Here are some examples of where learners with dyscalculia and maths difficulties can struggle across the curriculum.

#### Science

Children with maths difficulties are likely to struggle remembering how to calculate an average, working out the scale for a graph, rearranging equation triangles ( $\text{speed} = \text{distance}/\text{time}$ ) and drawing angles using a protractor when learning about light. They also might find any task that involves measurements, drawing a graph or bar charts, timing an experiment and predicting numerical outcomes that requires application of maths skills more challenging.

#### Geography

OS mapping and data analysis can be challenging, as pupils cannot interpret data correctly and are not able to pick up trends of whether there are substantial increases or decreases in graphs or have difficulty reading two sets of graphs. Maths skills are vital in many aspects of geography: numbers for measurement (temperature, distance), coordinates (latitude/longitude), comparative data, numerical data for contextual information and scaling coefficients.

## Music

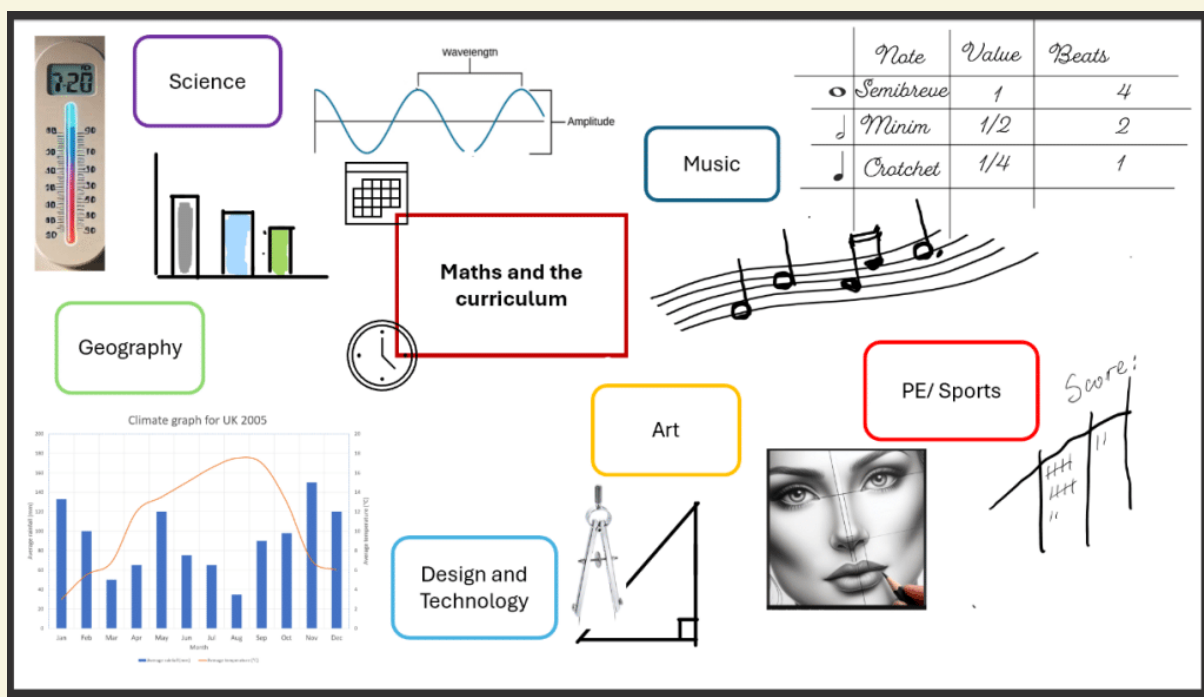
Music is full of numbers – pitch, tempo, timing and structure of music. Notes have names and lengths. For example, semibreves are whole notes which represent four crotchets and lasts for four beats, minims are 1/2 notes which represent two beats, crotchets are 1/4 notes, quavers are 1/8 notes, semi-quaver are 1/16 notes. Then we also have dotted notes, which are 1½ the length of the 'original' note (e.g. dotted quaver has a length of  $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$  beats). The notes also have a pitch defined by their position on the staff, and once more depending on the clef (e.g. a note in first space on the treble clef is F, but on the bass clef is A). A lot of visual information needs to be perceived and processed simultaneously, which can easily overload working memory in dyscalculic learners, impeding their ability to read musical notations. They may also have difficulties spotting patterns and sequencing in music.

## Art, Design and Technology

Maths skills are applied in these subjects in a practical, hands-on way where difficulties become easily apparent. DT projects require children to carefully follow steps, measure and cut precisely and assemble pieces together. Perspective, symmetry, and patterns as concepts in Art will be obvious for some children, yet for dyscalculics will present difficulties.

## Sports and games

Weaknesses in timings, directions, score keeping, spatial orientation will most likely to be the areas that present children with difficulties. Difficulties understanding and communicating through abstract language will make coding and understanding the structure of the program challenging.



However, as we are gaining awareness of dyscalculia and maths difficulties, we are also developing strategies to overcome or limit its impact and help pupils thrive in all subjects and life!

Follow the Dyscalculia Network on social media for lots of top tips to help!

<https://www.facebook.com/dyscalculianetwork/>

Learn more about Monika here – <https://www.dyscalculianetwork.com/assessor-tutor/monika-calatayud/>

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.dyscalculianetwork.com/)

## ADHD digital test approved for NHS use in England and Wales

Experts hope QbTest will help more children get diagnosis within six months of first assessment

[Denis Campbell](#) *Health policy editor, The Guardian*

Tue 16 Jul 2024

The [NHS](#) has been told it can start using a new digital test to speed up the diagnosis of ADHD in children and young people, which up to now could often take several years.

The National Institute for Health and Care Excellence (Nice) has issued draft guidance approving the use of the QbTest by psychiatrists and specialist children's doctors. The computer-based test measures the three main [characteristics of ADHD](#): inattention, impulsivity and hyperactivity.

Clinicians can use the results alongside other information they have gathered to help them diagnose, or rule out, that a young person has the condition. Nice said the test could be used when diagnosing six- to 17-year-olds in England and Wales.

Experts welcomed the move, saying the QbTest would help doctors diagnose more people within six months of them first being assessed.

Dr Jessica Eccles, the chair of the Royal College of Psychiatrists' neurodevelopmental special interest group, said: "People who suspect they may have ADHD often have to wait months or even years for an assessment which can prevent them from accessing timely and effective care. Any new evidence-based tools should be used to reduce these unacceptable waiting times and improve the availability of support."

Anywhere between 1% and 9% of school-age children in the UK have ADHD, according to estimates using different diagnostic criteria.

Nice said evidence from the [AQUA clinical trial](#) held in Nottingham "showed that using the QbTest alongside a standard clinical assessment for ADHD resulted in a diagnostic decision being made for a larger proportion of people within six months of their first assessment appointment when QbTest results were available, compared with when they were not."

A [rise in recent years](#) in the number of under-18s and adults thought to have ADHD has left NHS services overwhelmed and unable to cope.

While some people get diagnosed within months, 24% have to wait between up to two years and 10% for between two and three years, the Nuffield Trust thinktank [reported](#) in April.

It said delays could seriously damage under-18s. "The impact on children should not be underestimated. Without a formal diagnosis, children and young people with suspected autism or ADHD may not be getting the support they need at school, which can significantly affect their life trajectory," its report said.

Thea Stein, the thinktank's chief executive, said: "Speeding up the diagnosis of ADHD for young people is undoubtedly a good thing and the results of this test would appear to be encouraging. Six months for a

diagnosis will still be a significant portion of a young person's life, so while faster diagnosis is good, it is only one piece of a complicated process to get the support young people and families need." Eccles cautioned that the test would only help relieve the challenges facing ADHD services and that more funding and staff were also needed. "The challenges facing ADHD services will not be solved by new technology alone. There is still a clear need for targeted resources to help them meet rising demand and provide vital care," she said.

Dr Maddie Groom, an associate professor in applied developmental cognitive neuroscience at Nottingham University, who helped to develop the test, said: "The QbTest measures the child's attention, impulse control, and physical activity during a 15-20 minute test, whereas more traditional measures gather observational information about the child from those around them, such as parents and teachers and the child themselves."



## Listening books, a cheat's way to read?

Audio books are mistakenly thought of as a cheat's way to read. This is so far from the truth! In this blog I share my own experience of listening and explain the benefits for children and young people, as well as advice on how to access them for free or cheaply. Audio books are not just enjoyable and helpful for those who struggle to read the physical book, e.g. those with dyslexia or neurodiversity. They help all children and young people with language, reading, writing, listening skills, relaxation and wellbeing. Listening, far from being a passive second best, enables an engagement with texts and literacy skills which may otherwise not have been experienced.

[Read full blog](#)

**By popular demand, I am offering free access to films of complete Morph Mastery lessons.**

Meet the fantastic Phoebe, who is in Year 3 and at the very start of her Morph Mastery journey (week 3). Phoebe has a good grasp of phonics but struggles to apply this fluently in reading and spelling. She is loving the morphological approach!

### **Part 1**

In this first instalment you'll see Phoebe in a Day 1 lesson where she is learning a new root (cook). The lesson is quite short because she is on week 3. Phoebe will be learning the suffix -ing in her Day 2 lesson.

[View Free Lesson Content](#)

### **Part 2**

Here you'll see Phoebe in a Day 2 lesson where she is learning a new affix (-ing).

[View Free Lesson Content](#)

### **Part 3**

Here you'll see Phoebe in a Day 3 lesson. You'll see her tested on spelling her trigger cards, playing an extended word building game (Wordcraft) and a sentence dictation.

[View Free Lesson Content](#)



### [Dyslexic job applicant felt 'worthless' after recruitment process - BBC News](#)

21 July 2024

**A man who applied for a role in a Stormont department has been awarded £15,000 in compensation after it was deemed to have discriminated against him during the recruitment process.**

Read full story in title link which also tells the story of Sam Marsden who says, "employers should see the benefits of employing dyslexic people".

Sam Marsden, an engineer who was diagnosed with dyslexia as a child, has worked for Red Bull F1, founded three start-ups, and now works as a consultant, advising other businesses.



### [My Dyslexia Story: Tara Checketts - British Dyslexia Association](#)

Having left school with 1 O Level and a disruptive schooling experience, my family and friends believed I was stupid because of my limited qualifications, especially as I had received some extra help. I then spent 6 years cooking and doing other service type jobs before leaving London with my children.

I joined the Civil Service in the West Country, initially selling sandwiches and doing basic clerical tasks. 18 Years later, as a Grade C1 or Lieutenant Colonel equivalent, I was now a member of a core team working on the Haythornthwaite Review of Armed Forces Incentivisation.

The task was to set up, structure and then review the Terms and Conditions of all Personnel in the Armed Forces; both at home and abroad. The report we produced provided a wide range of recommendations; a potential roadmap to the 2030s. This was a government instructed proposal which is currently being rolled out.

[Read more.](#)

## Read 16-year-old Omari McQueen's story

[My advice to parents with Dyslexic children | Virgin Richard Branson](#)

22 July 2024



Dyslexia doesn't have to stop your dreams coming true - and a 16-year-old I met is an incredible example of how you can turn your challenges into your opportunities. 16-year-old Omari McQueen is dyslexic and (just like me) proudly attributes all his brilliant entrepreneurial ideas to his dyslexic thinking skills. He's extended his focus beyond his school grades and focused on using his dyslexic strengths to create something brilliant.

Omari learnt to cook aged 7 because his mother was unwell and couldn't cook for the family. Since, Omari has used his Jamaican background and passion for food and cooking to launch his own line of vegan dips and snacks. He's launched a temporary restaurant and also his own plant-based cookery book. He's even hosted his own cookery show for kids.

Omari has an incredible vision. He thinks big and is creative with his branding and business strategy. Now, Omari is using his platform to educate kids all over the world how to cook healthy food. As a [Made By Dyslexia](#) ambassador, he's also working to inspire other young dyslexic kids to follow their dreams and persevere their ideas. It gives me so much joy to speak with a young entrepreneur who has been empowered to lean into his dyslexic thinking skills and follow his passions from a very early age.

Omari's mum, Leah McQueen, also told me her inspiring story of raising her *seven* children, all under 18, many of whom are pursuing their own ideas and entrepreneurial visions. Leah puts all her energy into encouraging her children to follow their passions and empowering to go out and give life a go; and not be afraid of failure.

I was also very lucky to have a mum who told me to reach for the stars. My teachers called me stupid and lazy, but my mum only ever surrounded us with love and encouragement. An entrepreneur herself, she empowered me to pursue my curiosity and follow my dreams – even when that meant leaving school at sixteen to start my first business.

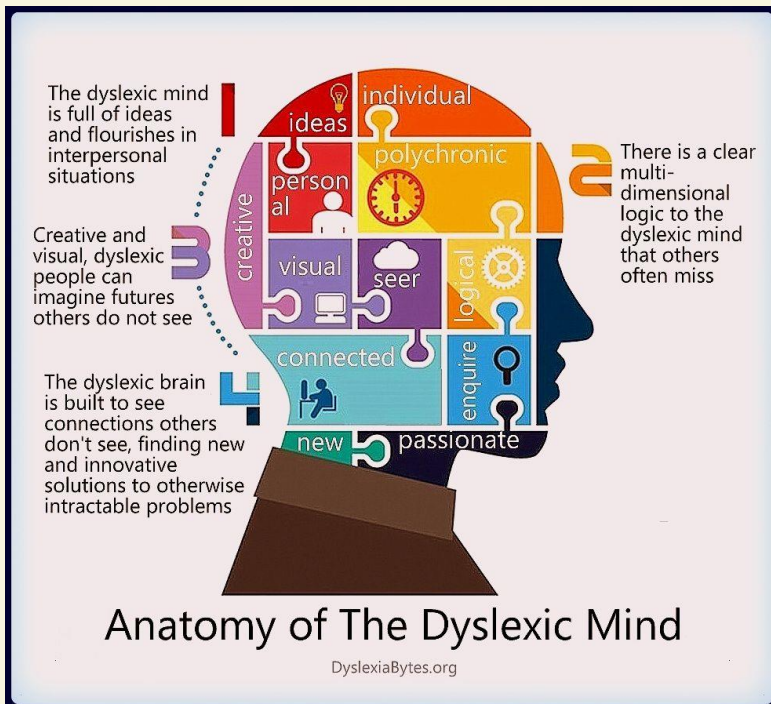
Given the challenges of the education system for young dyslexics, it's so important for them to have a champion (like my mum, Eve, or Omari's mum Leah) that doesn't dull their vision but helps them see their unique strengths for what they are.

Unfortunately, I hear from far too many young dyslexics who are at a school that focuses on their weaknesses. The impact this can have on children who are creating their sense of selves and trying to dream big can be character-crushing. I believe school should be a place that helps you identify your strengths (no matter what they are) and understand where these strengths can take you in life, but often it doesn't allow for this.

If you're a parent and you have a child who has (or you suspect has) dyslexia, help them find their superpower, and remind them of it every day. Made By Dyslexia have free resources for parents that cover [how to spot, support & empower your dyslexic child](#). They also have resources for kids to help them [identify their dyslexic strengths](#).

If you're dyslexic and you're wondering where to begin, think about what you enjoy and what you're good at. Omari loved cooking, which was where he started. Think about what you could do that could have a positive impact on people's lives. The important thing to remember that you should dream big but start small with little steps. Prove that what you're dreaming of can work and keep building on it.

I've said it before and I'll say it again – dyslexia is a different way of seeing the world, a different way of solving problems. My biggest most important message to all kids is that being different will be your biggest asset. Embrace your uniqueness, and it will help you fly.



Recently, on World Brain Day, [Dr Martin Bloomfield](#) thought it would be fun to share his [Anatomy of the Dyslexic Brain](#) saying “Celebrate brains of whatever variety. We need as many as we can get!”

## Dyslexia Awareness Week

**To help us to achieve our goal of a dyslexia friendly society, we work hard to raise awareness of dyslexia and to challenge common misconceptions.**

Dyslexia Awareness Week 2024 will take place from **Monday 7th October - Sunday 13th October**. This year’s theme is **#DAW24: What's your story?**

Anyone can get involved and help us to raise awareness. We will share a comprehensive set of resources to help you talk about dyslexia at home, in your school, college, workplace, or community group. We’ll also be providing a fundraising pack with ideas and asking for donations to our Helpline so we can help change more stories.

**#DAW24: What’s your story has three key messages:**

### **Every story is different.**

Dyslexia affects everyone differently. Each person is unique and so is everyone’s experience of dyslexia. Dyslexia impacts around 10% of the population, that’s over 6.7 million stories to tell.

### **A strong opening sets the scene.**

The beginning of any story is crucially important. It sets the scene for everything that follows. But we hear too many stories where support wasn’t available early enough.

### **It’s never too late to change your story**

We know that the right support at the right time can make a dramatic difference. Whether that’s later in life, in education or in the workplace. Find out what support is available to help you can start a new chapter. Together, we can create a world where all people with dyslexia can flourish. Whether you have dyslexia or know someone with dyslexia, you can get involved and help us to raise awareness.

**Sign up now for updates to your inbox about #DAW24: [Sign up for #DAW updates](#)**

## And finally . . .

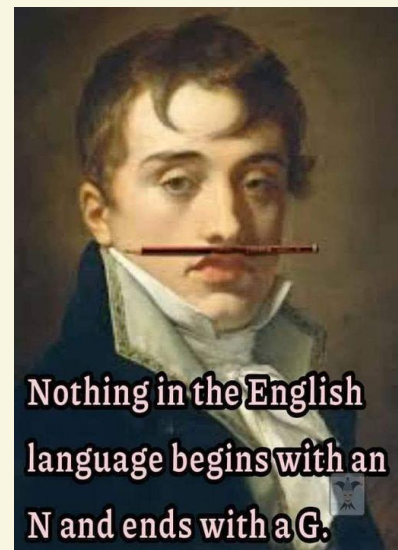
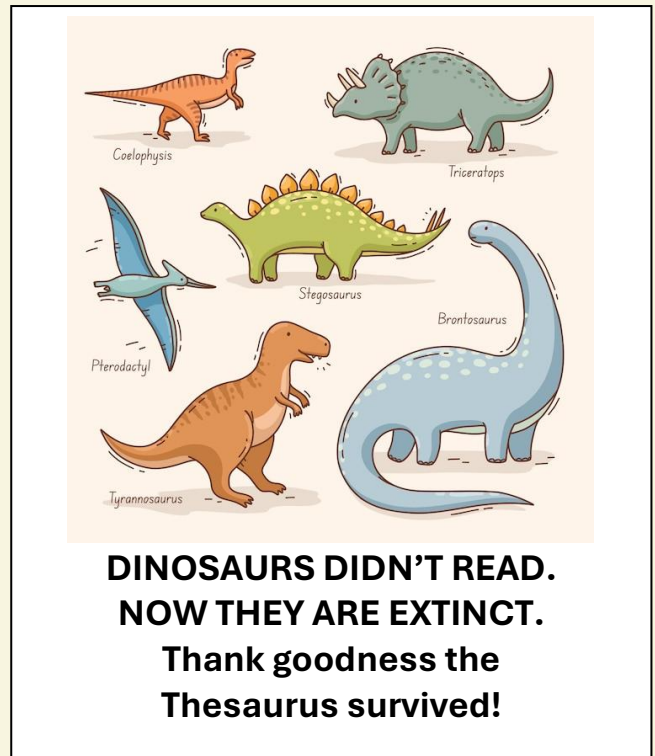


The importance of punctuation  
– commas save lives!

### Riddle me this...

Penny has 5 children.  
The 1st is named January.  
2nd kid is February.  
Her 3rd is called March.  
4th is April.  
What is the name of the 5th.  
**READ CAREFULLY.**

The importance of reading carefully!



## Caroline Fowke

Caroline Fowke  
Wiltshire Dyslexia Association

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WDA details - see our [flyer](#)

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

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

[BDA Guide for Parents](#)

[BDA Employers Guide](#)

[BDA Employees Guide](#)



[Wiltshire Dyslexia Association](#)