

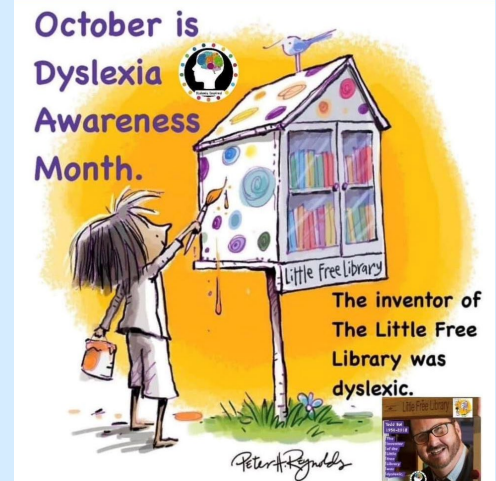
## Dyslexia Awareness Week 6 – 12 October

The theme will be “Raising the Volume”.

The [British Dyslexia Association](#) should shortly have resources available on their website which we believe will include PowerPoints for school use covering general dyslexia awareness, and a few webinars.

Helen Arkell Dyslexia Charity also “believe in a world where everyone with dyslexia is understood, supported, and empowered.” That’s why throughout the week, Helen Arkell “will be turning up the dial on awareness, challenging outdated myths, celebrating strengths, and sharing real stories from the dyslexia community.”

Please see their [blog](#) for more ways to join in the conversation.



**FREE ONLINE EVENT for DAW:**

### Top Tips for Supporting the Development of Spelling Skills

**6th October 2025 6:00 - 7:00pm**


Struggling with spelling is a common challenge for learners with dyslexia, but there are ways to help!

Join us during Dyslexia Awareness Week for a free online talk led by Claire Harvey, Head of Education at Helen Arkell.

Claire will explore:

- ✦ Why spelling can be tricky for dyslexic learners
- ✦ The impact of weak spelling skills
- ✦ Common error types
- ✦ Practical tips to support spelling development

Plus, get an introduction to the brand-new Helen Arkell Spelling Journal - a powerful tool to help learners unlock the words in their oral vocabulary and bring them into their writing.

 Perfect for parents and education professionals alike!

Details and booking available at:

[Spotlight: Top Tips for Supporting the Development of Spelling Skills | Helen Arkell](#)

## International Dysgraphia Awareness Day (IDAD) Conference 2025



6 October, 10 am BST - ONLINE

Register free using the QR code or at [dyslexiaa2z.com](https://dyslexiaa2z.com)



Monday, 6th October 2025

Theme: "Let's Play & Write!"

We're excited to invite educators, parents, therapists, and specialists to the fourth International Dysgraphia Awareness Day (IDAD) - a free online event dedicated to raising awareness of dysgraphia and celebrating joyful, movement-based learning.

This year's theme, "Let's Play & Write!", highlights how playful, movement-driven activities can build handwriting confidence and support children with dysgraphia, a specific learning difficulty often misunderstood as "just bad handwriting."

Expect expert talks, practical ideas, and inspiring discussions that celebrate neurodiversity and empower young writers.

**Register today to reserve your free place and be part of the change!**

Tickets are available through Eventbrite. [Book here.](#)

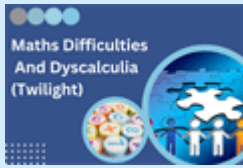
## Dyslexia Information Event for Parents

- Date: Tuesday, 7th October 2025
- Time: 10.30am -12pm
- Audience: Parents and carers
- Location: Atrium, County Hall, Trowbridge, BA148JN

This free information event will begin with a talk about dyslexia and support available in Wiltshire. Following this, there will be the opportunity to ask questions. To book a place, please email [dfs@wiltshire.gov.uk](mailto:dfs@wiltshire.gov.uk).



## Wiltshire SSENS Training events for Wiltshire schools – details at [Training & Events | Right Choice](#)



[Maths Difficulties And Dyscalculia Twilight \(Online Live\)](#)  
Wed, 1 Oct 2025, 15:30 - 17:00 | Microsoft Teams



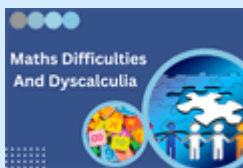
[ADHD – Building Awareness And Strategies To Support \(Online Live\)](#)  
Thu, 2 Oct 2025, 13:00 - 14:30 | Microsoft Teams



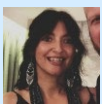
[ADHD – Building Awareness And Strategies To Support \(Online Live\)](#)  
Thu, 2 Oct 2025, 15:30 - 17:00 | Microsoft Teams



[Dyslexia and Literacy Difficulties Twilight \(Online Live\)](#)  
**Wed, 8 Oct 2025, 15:30 - 17:00 | Microsoft Teams**



[Maths Difficulties And Dyscalculia \(Online Live\)](#)  
Thu, 9 Oct 2025, 09:30 - 12:00 | Microsoft Teams



[Donna Stevenson](#)

**ANND is back!** Come join us at 7pm on 9th October as our expert panel talk about 'Raising the Volume' the theme of [DAW2025](#)

[Sue Flohr MBE](#), [Kay Carter](#), [Nathaniel W. Hawley](#) and Steve Parke will talk through what it truly means to be Dyslexia Friendly in 2025 . . . with more guests to be announced soon.

👉 If you would like to join and listen to this FREE conversation, drop me an email [donna@neurobox.co.uk](mailto:donna@neurobox.co.uk)

ANND is a coalition of [Succeed With Dyslexia](#), [neurobox](#), [Adult Dyslexia Centre](#), [Helen Arkell Dyslexia Charity](#), [The Dyslexia Association](#), Yorkshire Rose Dyslexia Association, and Hampshire Dyslexia Association - Together we are stronger. 🙌

Catch up with our webinars on our [YouTube channel](#).



## Supporting parents & carers

Wednesday 8th October

10am - 11am [Register Your Free Place](#)

Join us and Emma Speight, Dyslexia Specialist Tutor from The British Dyslexia Association, for an insightful webinar where she'll explore practical strategies and top tips to help support children with dyslexia.



In this webinar, Emma will share:

- ✓ What dyslexia is
- ✓ The signs to look out for in primary and secondary school
- ✓ The process of identification and the diagnostic process

Please note, this webinar will only be emailed to individuals who register. This session will not be uploaded to our website [Witherslack Group](#) or YouTube channel after the event has taken place – [register here](#).

Dyslexia is a learning challenge that primarily affects the skills involved in accurate and fluent reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing. Learn more on how to support children in our article.

**BBC**  
**BITESIZE**

### [Dyslexia Awareness Week 2025 Teaching Resources - BBC Teach](#)

**This collection of BBC resources can be used to support teaching around Dyslexia Awareness Week.**

#### [Dyslexia: Make a difference - BBC Teach](#)

A collection of short films to support teachers of pupils who have dyslexia, with a particular emphasis on 7–14-year-olds. These films offer practical suggestions on how best to support pupils, with lively graphics and clear advice from children themselves.

#### [KS2 PSHE: Coping with dyslexia - BBC Teach](#)

Aimed at 7–11-year-olds, this short film focuses on Sophie, a nine year old girl who suffers from dyslexia, and how she finds ways to do things differently.

#### [What's it like to have dyslexia? - BBC Newsround](#)

This Newsround article aimed at 6–12-year-olds explores many aspects of dyslexia, focusing in particular on Georgie's experiences. Georgie has dyslexia and finds it hard reading things like song lyrics.

#### [My Dyslexic Mind - A Newsround Special - BBC Newsround](#)

A Newsround Special presented by 12-year-old Ben, who really struggled at school until he found out he had dyslexia. Aimed at 6–12-year-olds the film explores what dyslexia is and some of the ways it affects children.

#### [How can dance help people with dyslexia? - BBC Bitesize](#)

In this article for secondary students, dyslexic choreographers Charlotte and Elizabeth talk about how dance transformed their lives.



**Wiltshire SENDIASS** will be offering community drop in HUBS throughout Wiltshire on the following days and times:

Thursday 2nd October 2025, 10:30am – 12:30pm, Salisbury Library

Monday 13th October 2025, 12:00pm – 2:00pm, Warminster Library

Monday 17th November 2025, 11:30am – 1:30pm, Trowbridge Family Hub

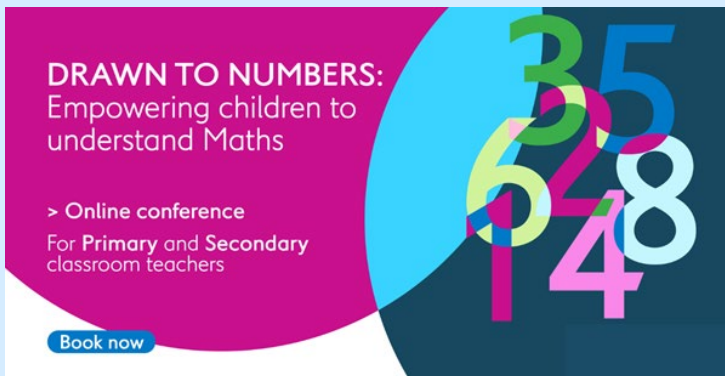


**SEND Show 2025**

**10 -11 October 2025**  
**Business Design Centre, London**

Why attend? This is the leading SEND learning programme in the UK, featuring a SEND Leadership Summit, 42 expert led seminars, and over 100 exhibitors.

[Welcome | Tes SEND Show 2025](#)



**Dyscalculia Conference 2025 - Drawn to Numbers: Empowering Children to Understand Maths - British Dyslexia Association**

**Tuesday 25th November 2025**  
**1:00pm - 5:00pm Online**

The upcoming virtual conference will focus on using visual materials in the classroom to support maths learning, with an emphasis on practical tools already available and encouraging children to create their own visuals and drawings to support their understanding.

This year's Dyscalculia conference is designed to be an inspiring and effective event for all classroom based educators. The conference will explore how visuals and creative methods can support children to better understand numbers and overcome maths difficulties, including anxiety.

It aims to provide resources, practical strategies and approaches that will help educators feel more confident in empowering learners. The core topics explored will include, how to use imagery to show a better understanding of maths concepts, how creative maths teaching can support the development of maths, even in reluctant learners and how to foster a positive view of maths amongst individuals in a classroom setting.

[Conference Agenda](#)

Full details about speakers and booking - [Dyscalculia Conference 2025 - Drawn to Numbers: Empowering Children to Understand Maths - British Dyslexia Association](#)



## The WDA will be involved in two local events during November

Please do share details with anyone you think might be interested.



### Thursday 20 November 2025 Devizes Town Hall from 9.30am - 4pm

The WDA is funding the cost of the venue and providing refreshments to enable SSENS to provide a full day's free face-to-face dyslexia friendly teaching training opportunity for school staff – teachers and TAs.

This course will explain the needs associated with dyslexia and literacy difficulties and ways to support and by the end of the session delegates will:

- have developed their understanding of the current dyslexia definitions
- be able to identify signs of dyslexia
- have learnt about strategies and ideas to support pupils in this area

Full details at: [Dyslexia and Literacy Difficulties \(Face to Face\) | Right Choice](#)

### Wednesday 26 November 2025 Corn Exchange, Devizes from 10am until 2pm



**The WDA will have an information stand at the next WPCC SEND Information Event: Theme: Early Years and Primary**

- Free refreshments will be available and a simple free lunch buffet will be offered.
- Parent carers will be able to claim out of pocket expenses incurred by attending, including mileage and car parking.
- Drop in at a time that suits you, stay for the whole day, or just an hour or two.
- Marketplace providing a great variety and number of stalls.
- Wide range of services and organisations represented.
- Helpful information booklets and guidance on stalls.
- Enabled people to connect with relevant services and providers.
- Further details to follow regarding workshops and presentations.

Details regarding registration for the event, to follow.

# The BDA is part of the “Fight for Ordinary – Campaign”

The fight for Ordinary campaign is bringing together charities, parent groups, and campaigners to push for meaningful SEND reform. Every child deserves the same ordinary opportunities - yet too often, those with special educational needs are denied them.

We are proud to support this campaign, standing with over 120 organisations to demand better support and a system that truly works for all children and young people.

## Fight for Ordinary

It's time to fix the SEND system. Because there's nothing 'special' about an education that works for all of us.

This year, the Government is proposing big changes to the way children get support in education. But a whole generation of disabled children and those with additional needs are being let down by a broken education system.

We want to encourage the government to work with us, listen to us, and involve us in the big decisions.

## What is Fight for Ordinary?

Fight For Ordinary is a bold, striking campaign aimed at uniting charities, parent groups and campaigners behind a singular call for positive SEND reforms. Children and young people with special educational needs want the same, ordinary things, that other children take for granted.

We are proud to support this campaign as part of our membership of the Disabled Children's Partnership; a major coalition of more than 120 organisations. Together we campaign for improved support for children and young people with special educational needs.

You can read the [campaign report here](#).

We're not asking for 'special'. We're only asking for the very ordinary things that everyone should expect for their children.

- There is nothing 'special' about getting a school or nursery place.
- There is nothing 'special' about taking part in a lesson.
- There is nothing 'special' about wanting to be happy at school.
- There is nothing 'special' about wanting to combine parenting with work.

These are just the ordinary things that all parents want for their children. But if your child is disabled or needs additional support, these ordinary things are somehow considered a privilege. They're considered 'special'. They are things you can't just expect to happen. Instead, they're things you'll have to fight for, things you might have to give up work for, and still might not get. And in fighting for them, you're seen as asking for more than you're due.

We welcome

- The government's commitment to addressing the failings in the SEND system.

- Being able to access support routinely.
- Emphasis on early intervention & more inclusive mainstream provision.
- We agree that the system should be less adversarial.

But the government must not dilute existing rights and protections or restrict Education Health and Care plans (EHCP) for those who continue to need them.

## **What we are asking for**

The government to strengthen support for children who do not have plans and ensure sufficient funding and accountability for all parts of the system.

This means

- Legally guaranteed support for children with and without EHCPs (putting the current SEN support arrangements on a statutory footing).
- Nurseries, schools and colleges are set up to succeed for children with SEND, with the training, tools and access to specialist advice and support.
- Every local area has a plan for how they will provide a good education. Right mix of mainstream and specialist placements and sufficient therapists, educational psychologists and specialist teachers.
- The progress and experiences of these children is measured so that no one is left behind.
- Enough money in the system and the right incentives to ensure it works.

This is a once in a generation opportunity to make children and families lives better. Getting this wrong would make it even harder for families to get the support their children so desperately need.

The rewards of getting this right will be huge.

- It will mean more parents who can combine work with caring responsibilities, contributing to economic growth.
- More teachers staying in the jobs that they love.
- Vast savings across welfare, social care and the NHS budgets.
- And more children who get the support they need first time, so that they can be happy, fulfilled and participate fully in life.

The risks of getting this wrong should concern us all.

- It would mean more parents having to give up work to provide care for their children.
- More exhausted teachers leaving the profession.
- More children leaving school without the skills they need to be more independent.
- More young people who are not in education, training or work.

It's time to unite and take action.

- It's time to call on the government to prioritise our children's futures and commit to a new strategy that guarantees support to all children who need it.
- For schools, colleges and nurseries to be set up to succeed, with specialist support available in every part of the country, so that all children can feel happy at school.

So, join the Fight for Ordinary and let's fix the SEND system. Because there's nothing 'special' about an education that works for all of us.

#FightForOrdinary

## Solving the SEND crisis: Report Released

23 September 2025

The Education Committee, a cross-party group of MPs responsible for examining government education policy, has released a [new report](#) highlighting serious failings in the current system for supporting children and young people with special educational needs and disabilities (SEND).

Following its review of the ongoing SEND crisis, the Committee is calling for a 'root-and-branch transformation of mainstream education' to ensure that schools are better equipped to meet the needs of all pupils.

**Ellen Broomé, CEO of the British Dyslexia Association, said:**

“We welcome the Education Select Committee’s report on solving the crisis in SEND.

It is really encouraging to see strong recommendations, including the retention of Education, Health and Care plans with proper funding, the introduction of national minimum SEND standards to ensure consistency across schools, and strengthened training for teachers, leaders and inspectors. A dedicated SEND workforce plan and recognition of parents and carers as true partners are also vital steps forward.

This is a hugely important and timely report, and I hope these recommendations influence Government thinking and are fully reflected in the forthcoming Schools and SEND white paper due this autumn.”

[Read the full report](#)



contact For families  
with disabled children

## Parents take to parliament to call for SEND action

Yesterday was a big day in parliament for families in England with [children who have special educational needs and disabilities \(SEND\)](#).

The [Disabled Children’s Partnership \(DCP\)](#) and Let Us Learn Too hosted a drop-in bringing together parent carers and MPs. At the event MPs learned more about Contact and the DCP’s [Fight for Ordinary campaign](#), and for families to tell representatives how they want the SEND system to change. The new Minister of State at the Department for Education, Georgia Gould, also attended the drop in and listened to parent carers. Before the drop-in, parent carers gathered in Parliament Square at a rally organised by Let Us Learn Too and SEND Sanctuary to show their support for the campaign. At the rally speakers shared stories of delays, repeated battles with local authorities and the stress of fighting for basic provision.

## MPs speak up for the rights of children and young people with SEND to have equal opportunities in education

Later the same day MPs debated the SEND education system, both the current state of crisis it is in, and the risks and opportunities the government’s forthcoming reforms create.

During the three-hour debate, MPs spoke of the need for legal entitlements to Education, Health and Care (EHC) Plans to be protected, for increased accountability in the system so that parents can take action when support is not provided, for teachers to be equipped with training so they can meet the needs of SEND pupils and a new funding system which prevents the postcode lottery of levels of funding and support which currently exists.

[We've summarised the main points of the debate for you.](#)

## Views wanted on SEN units in mainstream schools in England

The [Department for Education has launched a survey to collect parent's views on Special Educational Needs and Disabilities \(SEND\) units in mainstream schools.](#)

\*\*\*\*\*

## The All-Party Parliamentary Group for Dyslexia

The APPG serves as a cross-party forum for parliamentarians to engage with lived experience, research, and best practice, helping to inform and influence government policy on dyslexia and related specific learning difficulties.

It raises awareness in Parliament and across the UK of the social, educational, and economic impact of dyslexia, while producing evidence-based recommendations that draw on stakeholder expertise and the voices of those with lived experience.

**The latest APPG meeting took place on 9 September:**  
[APPG on Early identification and screening of dyslexia](#)

### Report from Ellen Broome, CEO of the BDA:

Today there was standing-room-only at the APPG for Dyslexia – despite tube strikes, train delays and long queues for security.

The strong attendance reflects the growing support within Parliament for better identification and support for dyslexic children and adults. We were fortunate to have a brilliant line-up of speakers including [Jamie Wace](#) [Joel Talcott](#) and [Lynn Lovell](#) and colleagues from [Department for Education and Skills](#) and excellent turnout from Parliamentarians, contributing to an important and constructive discussion around screeners, assessments and early identification.

The [British Dyslexia Association](#) looks forward to continuing this vital work to make sure all dyslexic children and young people have what they need to thrive.



Professor Joel Talcott was very pleased to have had the opportunity to present an update of the Universal classroom initiative to the APPG meeting.  
See this link for the 3 page document: [Post](#) | [Feed](#) | [LinkedIn](#)



**On Wednesday 10 September, Adam Dance, Liberal Democrat MP for Yeovil presented a 'Ten Minute Rule Bill' calling for universal screening for neurodivergent traits in primary schools, along with statutory training for teachers.**

The Bill passed its first reading and will now move to a Second Reading on Friday 21 November 2025.

**Adam Dance MP said:**

*"As someone with severe dyslexia and ADHD, I know exactly what it feels like to be written off as 'naughty' or disruptive when in reality your needs just aren't understood. No child should have to go through what I did – but too many are still being failed by a system that doesn't pick up their challenges early enough.*

*This Bill is not about diagnosis or extra bureaucracy. It is about giving teachers the simple, practical tools to spot needs sooner, make small adjustments, and help every child thrive. I am pleased the Bill will now move to a Second Reading, and I hope it makes Ministers sit up and listen. The case for universal screening is strong, it has cross-party interest, and it has the support of families, teachers and campaigners. I will keep pressing the Government to act."*

At present, the only statutory check in primary schools is the phonics test, which asks pupils to read 40 words. Campaigners argue this is too narrow, often missing the difficulties faced by children with dyslexia, ADHD and other neurodivergent traits. A universal screener, teacher-led and light-touch, would help identify children's needs earlier without creating extra burdens.

**Ellen Broomé, CEO of the British Dyslexia Association, said:**

*"We support this Bill because it represents an important step towards making sure that children with dyslexia are recognised and supported at the earliest opportunity. Too often, children's needs are missed, leaving them struggling unnecessarily and sometimes being misunderstood in the classroom – and in the long term not achieving their full potential.*

*By giving teachers the training and confidence to identify learning needs more effectively, we can make sure children get the right support sooner. This Bill is about providing practical tools that can make a real difference to children's education and wellbeing. We believe it offers a fairer start for every child and a stronger foundation for an inclusive education system."*

## Adam concluded:

“This campaign has only just begun. The Bill moving to a Second Reading is an important step forward. The Government now needs to take this further and deliver the change that children, parents and teachers are crying out for.”

You can watch Adam's 10 Minute Rule Bill here:

<https://parliamentlive.tv/event/index/0198ab0d-782c-4f8d-84f8-00c3f59478bd?in=14:26:31>

Transcript: [Neurodivergence \(Screening and Teacher Training\) - Hansard - UK Parliament](#)

### Ellen Broome

📖 Have a read. This [Schools Week](#) article by [Adam Dance](#) sets out really well how we could identify children with special educational needs like [dyslexia](#) earlier and why it is important. Top tip - they can get the help they need sooner!



**[SEND: We must do more to identify needs earlier](#)**

## Richard Branson says ‘dyslexia is a superpower’ as new campaign launches

Sir Richard Branson has said “thinking differently is something to be celebrated” as a nationwide awareness campaign celebrating dyslexic entrepreneurs is launched.



Launched by Virgin StartUp, Made By Dyslexia and Virgin Unite, the campaign stretches across more than 40 towns and cities in the UK to “inspire the next generation of entrepreneurs”.

The campaign highlights inventions that have been “powered by Dyslexic Thinking”, with entrepreneur Jo Malone, who created her popular eponymous fragrance brand, among the high-profile business names to have previously spoken about how dyslexic thinking contributed to their success.

Sir Richard Branson and Kate Griggs, chief executive and Founder of Made by Dyslexia (Olga Fedorova Media Assignments/PA)

Sir Richard, 75, said: “This campaign shines a light on the incredible value dyslexic minds bring to the world and the dyslexic-founded brands and innovations that have shaped the society we live in today.

Continue reading at [Richard Branson says ‘dyslexia is a superpower’](#)

## The Power of AT



We're excited to announce the relaunch of our education campaign, shining a spotlight on the transformative impact of assistive technology in schools. From early years through to secondary education, AT plays a vital role in levelling the playing field — helping students communicate, engage, and thrive on their own terms.

Through this campaign, we'll be:

- ◆ Sharing more real-world stories and case studies from UK classrooms
- ◆ Highlighting best practice and practical tools for educators
- ◆ Championing the voices of students who use AT every day
- ◆ Encouraging schools and policymakers to recognise AT as essential, not optional

Whether you're a teacher, SENCO, school leader or tech provider, this campaign is here to support you and ensure that every learner has access to the tools they need to thrive and succeed.

You can [watch our updated trailer videos](#) on the Featured section of our LinkedIn page!



### “Exploring Adult Dyslexia Through Design” A request for support and guidance

Anushka Monteiro is currently studying for an MA in Design at the University of Arts in London. Her final major project is centred on exploring **adult experiences of dyslexia - particularly late diagnosis, identity, and how nature and sensory design might support learning and wellbeing.**

As this is not only an academic project but also informed by her own lived experience of dyslexia, she would want her research to be **community-informed, grounded in real stories, and respectful of both the challenges and strengths within the dyslexic community.**

Anushka is hoping to:

- Learn from the BDA's perspective on adult dyslexia and the importance of recognition, support, and advocacy.
- Explore whether there are insights, reports, or guidance we feel could strengthen her research foundations.
- Possibly arrange a short conversation with someone to discuss her project focus and ensure she is approaching it in a way that is both accurate and beneficial to the dyslexic community.

If anyone would like to assist, her contact details are:

**Anushka Monteiro**

Telephone: 07477720220

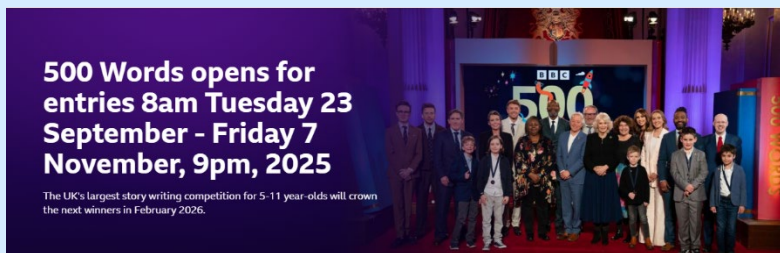
Email: [anushkamonteiro@gmail.com](mailto:anushkamonteiro@gmail.com)

MA UX Design, UALBlog website: <https://medium.com/@anushkamonteiro>

Linkedin: <https://www.linkedin.com/in/anushka-monteiro-50bb18171/>

## 500 Words has returned this Autumn!

The UK's biggest story-writing competition for children aged 5 to 11 opens for entries from Tuesday 23 September until Friday 7 November at 9pm. Children are encouraged to write a story that is 500 words... or less!



Children of all abilities and backgrounds can enter; spelling, punctuation and grammar are not marked, it's all about the creativity. The competition encourages entrants from children who are reluctant writers, including those who are dyslexic.

Full details at: [500 Words](#)

## OTHER NEWSLETTERS

### SEND Newsletter

Wiltshire Council

## Wiltshire Back-to-school SEND Newsletter - Events and back-to-school advice!

Includes . . .

[Back to school support for struggling families - Wiltshire Council](#)  
[Moving-to-secondary-education](#)

### Back to school: autism resources

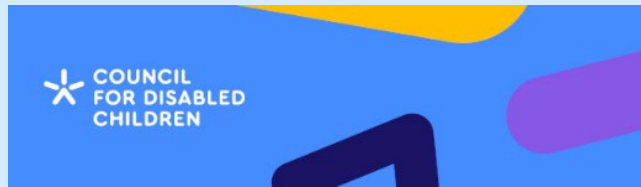
- [School anxiety | Autism Central](#)
- [Getting help at school | Autism Central](#)
- [How to prepare for secondary school | Autism Central](#)

### Webinars to help prepare you and your child for back-to-school

[Watch 'Moving up in school' webinar](#)  
[Support for SEND - Wiltshire Council](#)

### Wondering What Support Is Available for Your Child at School?

[Support in school](#)



## Welcome to the latest news items from the Council for Disabled Children's (CDC)

- [NCB's year in review](#) with a focus on our work across the SEND sector.
- NCB's response to the government's [Best Start in Life Strategy](#).
- [New practice guide](#) for parenting disabled children and young people and those with SEN.
- [The new series of CDC guides](#) to the disability duties in the Equality Act.
- An opportunity to join [Social Care Experts by Experience](#).
- A recruitment call for the [INTERACT Trial](#).
- A study on [improving mental health outcomes for adolescents with learning disabilities](#).
- A tribute to [Laura McFarlane](#).
- A welcome to [new CDC Members](#).
- [Transforming the SEND system – a call to action](#) which includes key insights from our roundtables and principles for change.
- CDC's response to the [Law Commission's final report on disabled children's law in England](#).
- Registration for a series of [RISE Partnership online training sessions](#).
- [Young Black and Global Majority NCB Advisory Group](#) recruitment is now open.
- Launch of a new [Child Health Workforce Alliance](#) in response to crisis in children's health services.
- The latest activity from the [Anti-Bullying Alliance](#) including FREE Anti-Bullying Week packs and the last chance to make a nomination for the School Staff Award.
- A [back to school blog](#) to mark the start of the new school year and a reminder of the Equality Act Guides published in the summer.
- Registration for [EYSEND National Seminar](#) on Ordinarily Available Provision.
- A welcome to [new CDC Members](#).



**Dyspraxia Magazine**  
Issue 15  
Autumn 2025  
£4.50

**AWARD WINNING TUMI SOTIRE**  
The Black Dyspraxic  
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**SCOPE AWARDS**

**DYSPRAXIA GENETIC RESEARCH**  
Page 10-12

**AGEING WITH UNDERSTANDING**  
written by Charlene Wright  
Page 18-19

VISIT OUR WEBSITE OR SOCIAL MEDIA FOR SCHEDULE UPDATES AND LINKS  
SUBSCRIBE NOW AT [DYSPRAXIAMAGAZINE.COM](http://DYSPRAXIAMAGAZINE.COM)

### Dyspraxia Magazine - Autumn edition

Inside this issue, you'll find a collection of inspiring stories, research, and insights from across our community.

[Download our latest Issue here for free](#) and dive into the stories, celebrations, and interviews designed to support and uplift our community.



**COMING SOON**  
Keep an eye on our website and social for event schedules & updates

**Dyspraxia Awareness Week 2025**

October 6th- 12th

This year's theme is: **Dyspraxia & Ageing**

View all previous Dyspraxia Magazine issues at [Dyspraxia Magazine Issues - Google Drive](#)



## Welcome to September's newsletter!

**This month we look back on our achievements and share some highlights from our CIC Annual Report (April 2024-March 2025) as well as looking forward to events happening this term!**

If you'd like to read the report: it's hyperlinked just [here](#)

### A few exciting highlights:

#### Workplace

Over the past year we have developed a new workplace section on our website, shaped by feedback from our Adult Advisory Board and businesses. This page offers advice and support for employers on dyscalculia and links to valuable resources. We were delighted to be keynote speakers for Newcastle Building Society's Neurodiversity Day, helping to raise awareness and promote inclusive practice.

#### Amazing Advocacy

This year we worked closely with Baroness Bull and her assistant Michela Barbieri, as well as our advisory boards and community, to develop a policy briefing on dyscalculia for the House of Lords. We also joined the Council for Disabled Children and presented to member organisations about what dyscalculia is, how it impacts learners, and how schools and services can support them.

#### International Reach!

Our work at the Dyscalculia Network now extends beyond the UK! Over the past year we've delivered training at an international school in Luxembourg, spoke at the first ever dyscalculia conference in Northern Ireland, and collaborated with organisations in Australia, New Zealand and the Netherlands!

We hope that those of you working in schools or with children in schools have a great start to the academic year.

We look forward to sharing with you all the exciting plans and events that we have planned for the next year and extend our heartfelt thanks for all your support.

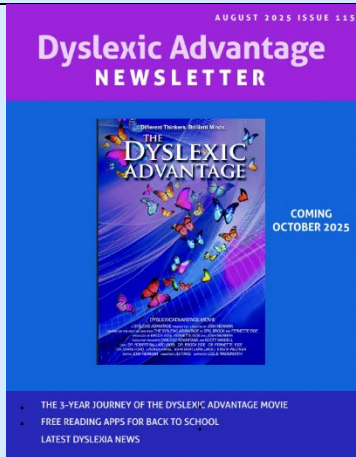
Thank you for your support; together we can make a difference.

*Cat and Rob and the Dyscalculia Network Team*

## Maths Anxiety Day will be on the 10th November 2025

[dyscalculianetwork.com](https://dyscalculianetwork.com)

The Dyscalculia Network CIC is a not-for-profit community interest company, run by volunteers to support and advocate for people with dyscalculia and maths learning difficulties.



Link to the August Newsletter :  
<https://joom.ag/GGwd>



Link to the September Newsletter :  
<https://joom.ag/9P2d>

See past issues by signing up for a free registration:  
<https://www.dyslexicadvantage.org/newsletter-archives/>

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



## Dyslexia In Focus | Summer 2025



Sharing this link again to the BDA's new magazine which replaces the Contact magazine.

If you would like to receive this direct from the BDA (3 issues each year), you can sign up for free at:

[BDA Dyslexia Community - British Dyslexia Association](#)



## Neurodiversity 101

[Prof. Amanda Kirby MBBS MRCGP PhD FCGI | LinkedIn](#)

[Neurodiversity 101 : Are You Ever Just Enough? | LinkedIn](#)

[Neurodiversity 101 : Looking Back, Moving Forward | LinkedIn](#)

[Neurodiversity 101 : Why asking "Are you neurodivergent?" on a job application form/employee surveys is not a simple question | LinkedIn](#)



Extract from their latest e-newsletter which can be downloaded in full [here](#).

Throughout Dyslexia Awareness Week, we'll be turning up the dial on awareness, challenging outdated myths, celebrating strengths, and sharing real stories from the dyslexia community.

If you'd like to get involved, please see our [blog](#) for more ways to join in the conversation.

Help us make #DAW25 louder, prouder, and more impactful than ever. Together, we can build a truly dyslexia-friendly society.

👉 Join our [mailing list](#) and stay in the loop!



**The Sense Hub**

## [Ways Your Dyslexic Brain Actually Processes Information Better Than Most](#)

by Ashley Cropper

**Dyslexia often gets talked about like it's just a struggle with reading or spelling, but that barely scratches the surface.**

What a lot of people don't realise is that a dyslexic brain actually sees and processes the world in some seriously impressive ways. Sure, school might not have always felt like your zone, but in the real world? You've got a whole set of strengths that many other people don't. This form of neurodivergence isn't a disability or a hindrance. In fact, it just might be your very own superpower.

Read on at [Ways Your Dyslexic Brain Actually Processes Information Better Than Most](#) for the following points in detail:

- You see the bigger picture when other people get stuck in the details.
- You think in pictures, and that helps you solve problems differently.
- You're incredibly good at lateral thinking.
- You've got strong emotional insight.
- You're used to figuring things out your own way.
- You're a storyteller at heart.
- You're great at reading people, even when words get tricky.
- You've built serious grit.
- You think in 3D, not just in lines.
- You notice things other people miss.
- You're better under pressure than you think.
- You care deeply about how things make people feel.



### [When your child avoids reading and what you can do about it](#)

When a child with dyslexia shuts down during reading or writing, it's not about laziness - it's a sign they're overwhelmed, and this can be a protective response.

This blog explores what's really going on beneath the surface and offers five simple, compassionate strategies parents can use at home to gently rebuild confidence and connection with learning.

Read on to learn more [HERE!](#)



We are reaching out to introduce our Digital Support service, delivered on behalf of HM Courts and Tribunals Services (HMCTS).

This free service provides digital support to people who don't have the confidence to complete online court and tribunal forms. With your support, we are hoping to reach more people.

#### **Our Digital Support service assists people to complete the following HMCTS forms:**

- Appealing a benefit decision
- Submitting pleas online
- Completing an online civil money claim (as well as responding to a claim)
- Seeking help with justice fees
- Applying for probate
- Applying for a divorce (or responding to a divorce)
- Making a claim to an employment tribunal

#### **Additional Information**

This service is available over the phone and face-to-face. It is particularly beneficial for those who lack the confidence or skills to use online services, a demographic that comprises over **10 million people** in the UK.

[Download your free poster](#)

[Download your free leaflet](#)

#### **Help Spread the Word**

Please can you share our downloadable leaflet with those in your community? We have also provided a poster for your organisation to display on the premises. You can find out more about the service [here](#) or by getting in touch by emailing [network@wearegroup.com](mailto:network@wearegroup.com).

## Dyslexic Life With Jo Rees

I started my Dyslexic Life Podcast to share real stories about living with dyslexia - the challenges, the wins, and everything in between.

Each episode is an honest chat about what it's really like to think differently. Whether you're dyslexic or just curious, I'd love for you to listen.

Listen here: <https://podcasts.apple.com/.../dyslexic-life.../id1592891019>



**This is one of the things I am asked most in September and October and it's actually an impossible question to answer, here is why...**

- What is right for one child and family isn't right for another.
- Schools change ALL the time, so how they look now today may have even changed by the time the child starts there.
- What everyone looks for and wants in a school will be entirely different.

So many parents become anxious around this time; they feel under-prepared and feel like they don't have the knowledge to make the right decision and worry they will make the wrong decision! So here is a list of things I suggest parents consider doing or asking to help make an informed decision on what's right for their child.

1. Go and look at all schools that are a possibility. All schools have open evenings – go to these but if you feel you need to arrange to go have a look in the day when they are in action, do it! It will give another view.
2. If your child is dyslexic or has another learning difference, always meet the SENCO and check out the SEND department. Ask them to outline what support is available in terms of discrete intervention and in the classroom.
3. Consider what your child is good at/really likes and their strengths. Music, art, sport, performing, DT, languages ... check out that department and its facilities – how will the school foster the development of these skills? What extra curricula opportunities are there in their chosen field?
4. Is the school academically driven or does it embrace the whole child? ... either is fine! What is right for your child and you?
5. What is the emphasis on pastoral care and emotional support and wellbeing? How is this managed? Is it easy to access and a team of people readily available?
6. Try not to ask too many other parents their views!!! It can become a bit like a competition and gathering lots of opinions can actually be counter productive because everyone will be looking for something different and their child might not need what your child does.
7. TRUST YOUR GUT FEELING! It's strong! Don't second guess yourself and if it's different to the people around you that's totally OK, you know your child best!

So, there we go... a few ideas to help you clarify your thinking and formulate a plan!

If you are still in a conundrum and want to talk it through with someone independent, I offer 1:1 online consultations, book today via email [hello@dyslexiclifewithjorees.com](mailto:hello@dyslexiclifewithjorees.com).



## See the world through their eyes

Every child learns differently. But when your child has ADHD, dyslexia, or dyscalculia, it can be hard for others to truly understand what they're experiencing.

*Through My Eyes* is a free, interactive platform that lets you — and others — experience school through the eyes of three real kids with learning and thinking differences.

### [Through My Eyes](#)

## Teacher's guide to accommodations and modifications

The new school year brings new chances to help every student thrive. Learn how accommodations and modifications can support diverse learners in your class.

### [Accommodations vs. modifications](#)

Learn the key differences between accommodations and modifications. Find out how these supports can help students learn.

### [The difference between accommodations and modifications](#)

\*\*\*\*\*

## Having dyslexia can be exhausting!

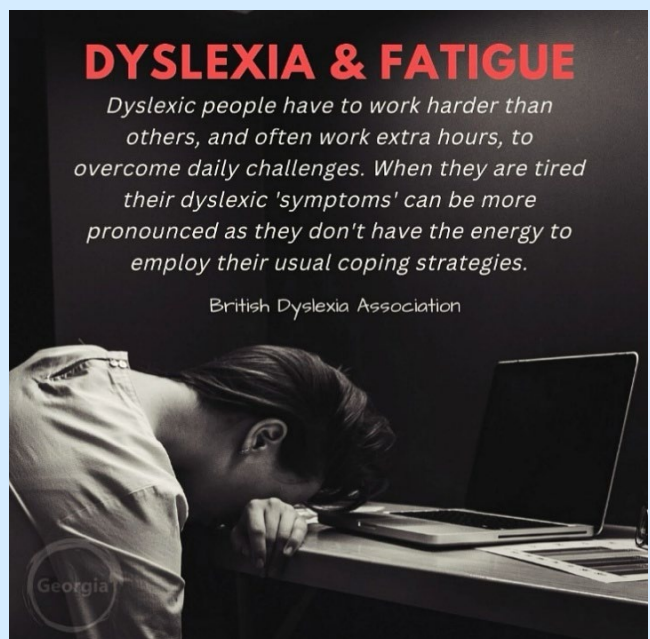
So much of our day-to-day lives relies on our ability to read.

Being a dyslexic student is all-consuming.

The fatigue caused by reading, writing, spelling and studying is such a mammoth effort for us that we often feel tired.

Trying to keep up with our peers in class, keeping on top of our studies and constantly feeling like we're falling short means we are often burnt-out and stressed by the end of the day.

We constantly feel swamped. So please don't ever mistake our fatigue and tiredness for being bored, lazy or defiant, in fact the opposite is usually true, we are working harder, longer and exerting more focus and energy than you can possibly imagine!





### Introducing Morph Mastery for Groups

Hello and welcome back to the new term! I hope you've had a summer filled with rest, fun, and a chance to recharge. Personally, my summer has been a whirlwind; moving house (twice!) and creating training materials (including 39 films!) for a brand-new intervention.

Morph Mastery has already been popular worldwide as a one-to-one intervention, but many schools have asked for a version tailored to small groups. [Morph Mastery for Groups](#) builds on the strengths of the original programme; interactive, multi-sensory, curriculum-based resources; but now comes with carefully structured lesson plans designed for groups of up to five learners.

This summer, I piloted the programme at Hitchin Girls' School and Whitehill Junior School in Hitchin, where I (still!) live. I'm thrilled to share that it was a great success - and I can't wait to show you some of the film footage in the upcoming training course! Here's a little snippet: [Morph Mastery moments, morpheme play](#)

#### What's new?

- Fresh lesson plans for group delivery
- Some brand-new resources and activities to complement the existing resources
- An exciting online game
- Continued focus on spelling with an even greater emphasis on vocabulary development

The intervention is delivered twice weekly for 45 minutes (but timing is adaptable to your setting), and is designed for learners aged 9–14 who struggle with spelling and vocabulary.

#### Training details

The training course is suitable for teachers and experienced teaching assistants. It consists of five live Zoom sessions (90 minutes each) starting on November 4th. Recordings will be available if you can't attend live (but live attendance is always recommended). No prior Morph Mastery experience is needed, but if you've previously trained or delivered Morph Mastery, you'll have the option to attend [selected sessions at a reduced rate](#).

#### Research backed

Morph Mastery is firmly grounded in research. I was especially excited to see the new DfE Writing Framework (2025) highlight the importance of explicit teaching of morphology, both in classrooms and interventions. The strategies described align closely with Morph Mastery, and the assessments link directly to the National Curriculum.

I am also using [Morph Mastery for Groups](#) as part of a research project with Glasgow University. If you are interested in applying to be involved please do [get in touch](#).

I cannot wait to share this with you! All the best for the new term.

[Find out more](#)

[Book your place](#)

## Made By Dyslexia

👤 "Sit still". "Stop daydreaming"

As we start a new school year, and meet our new teachers, it's vital they understand what Dyslexic Thinking is - and how it can be spotted in the classroom to avoid comments like those above.

💡 Because while it may look like we're daydreaming, we're actually using our reasoning skills to connect the dots and see the bigger picture - often conducting a symphony of ideas inside our head.

😬 AND while it looks like we're fidgeting, many of us are brilliant kinaesthetic learners - who think best while we're on the move.

To help our teachers understand our brilliant dyslexic brains, ONE thing every dyslexic can do to advocate for themselves is to fill in your Dyslexic Thinking passport  
Then give it to your new teachers, with your best smile 😊

**Print your child's passport here:**

<https://www.madebydyslexia.org/.../Childrens-Passport.pdf>

**Print your teenage passport here:**

<https://www.madebydyslexia.org/.../Teenage-Passport.pdf>

Hi, my name is \_\_\_\_\_

& I'm Made By Dyslexia

My dyslexia makes me good at: \_\_\_\_\_

My dyslexia makes these things tricky for me: \_\_\_\_\_

Things I am: \_\_\_\_\_

Things I am not: \_\_\_\_\_

My extraordinary people: \_\_\_\_\_

MADE BY DYSLEXIA

Insert photo here

This is my dyslexia

Name: \_\_\_\_\_

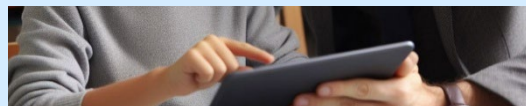
MADE BY DYSLEXIA

My dyslexia makes me good at: \_\_\_\_\_

My dyslexia means I struggle with: \_\_\_\_\_

What I need to work at my best: \_\_\_\_\_

# CALLScotland



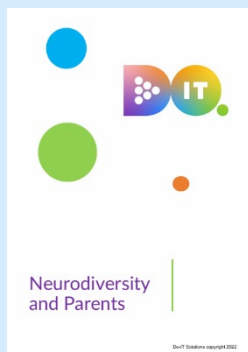
## Wheel of Apps - iPad Apps for Learners with Dyslexia is available to download

Our popular iPad Apps for learners with dyslexia wheel of apps, version 3 is available to download from the CALL Scotland website.

Also updated - [iPad Apps for Learners with Dyscalculia/Numeracy Difficulties](#)

## Working from home top tips

Download these 7 quick, useful top tips on managing your homeworking: [Download](#)



**Neurodiversity and Parents**  
Download this free practical guide with links to resources and organisations for parents of Neurodiverse children.

[Download](#)  
(2022)

(Updated profiler details at: [Neurodivergent Tests for Children | Do-IT Profiler](#))

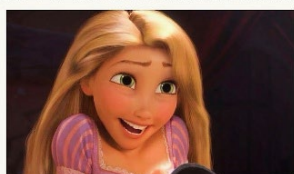


*Home Working*  
**Working From Home Top Tips**

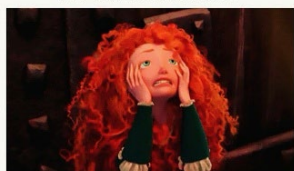
- #1. Environment**  
Try and create a space you work from - so you can keep your tools in one place even if you need to put them on a tray/ basket.
- #2. Breaks**  
Make sure you take regular breaks when working away from the screen - if you need to set an alarm so you can get up, stretch, walk around every hour.
- #3. To-do List**  
Set yourself a to-do list with reminders so that you can plan out your workload.
- #4. Hydrate**  
Drink enough fluids every day - it can be easy to get into the 'flow' and not realise time has passed.
- #5. Quiet**  
Do you have sounds of others around you? Try using some noise cancelling headphones - you can always listen to music at the same time.
- #6. Routine**  
Develop workplace rituals e.g. your start and end of the day so you stop working and make time or things for yourself (connect with your friends/family).
- #7. Clarify**  
If you are not sure about what you should be doing, speak to your line manager/tutor/trainer and ask for some specific guidance.

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**THE FIRST TIME YOU EXPLAIN THAT DYSLEXIA ISN'T ABOUT REVERSING LETTERS**



**THE 7,435TH TIME**



[Georgia Ryan - Dyslexic Warrior is at University of Newcastle, Australia.](#)

The idea that dyslexia is just about reversing letters is a common myth.

While some children with dyslexia may experience letter reversals, it's not a defining characteristic of the condition.

Reversing letters is quite commonly seen in many young children, not just those of us with dyslexia.



## The Dolphin Learning Zone

In the Dolphin Learning Zone, Dolphin offers a range of [free, online courses for professionals](#). These help educators, trainers and assessors support their vision impaired students or clients with Dolphin assistive technology. The courses are CPD-certified and RPPLE-accredited, perfect for training days and to update individual professional development.

# #succeed with dyslexia Digest

## Neurodiversity at Work: Co-Occurring Dyslexia and Language Processing Disorder

Everybody has a different ride with dyslexia.

Yes, there are symptoms that occur for most people -reading challenges, timekeeping worries, the thing with the shoelaces. But everybody experiences it slightly differently... to the extent that we can ascribe almost all kinds of things to a case of your dyslexia just being its unique self.

...But that's not *always* the actuality. A number of conditions co-occur with dyslexia that at first seem like part and parcel, but are in fact unique conditions in their own right.

Such is the lot of folks with Language Processing Disorder (LPD), a condition that impacts communication through spoken language. [Read on using link in title.](#)

## So you've got dyslexia. But have you got Auditory Processing Disorder, too?

There's actually a decent chance you do: some studies out there suggest that around 70% of dyslexic people could have underlying Auditory Processing Disorder (APD) too.

And there's an even stronger chance you may not know about it, because it's not only one of the less talked-about co-occurring conditions we see in relation to dyslexia, but it's a condition we don't tend to talk about much at all.

But it can have a large impact on our verbal comprehension and how we interact with the world... especially at work. That's why today, we're taking a deep dive into Auditory Processing Disorder and what it might mean for you. [Read on using link in title.](#)



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

## New school year, new challenges: Back to school dyslexia watchpoints

Back to school means back to routines - and the late-night Tesco dash for forgotten food tech supplies. But for some dyslexic students, the return can feel more like an uphill scramble than a smooth restart...

Let's talk what to look for this September, and what to do about it.

## **A rocky start to the new school year isn't always unusual for dyslexic students**

Remember 'Summer Slide'? That's one of our main culprits: students who don't read over the long summer holidays lose a percentage of last year's reading gains... and some dyslexic students aren't so fond of reading for pleasure. This means the start of the new school year can feel incredibly challenging, because some reading gains have been lost, and there's also been an additional step-up in difficulty between school years... and that's before we count the impact of any hiccups in ongoing provision.

And when that barrier to reading emerges again, English isn't the only subject affected. From maths problems to science, historical sources to recipes, reading is the key that unlocks the whole curriculum. And without it, grades and confidence can start to slip *fast*.

### **And co-occurring neurodiversities can add even more pressure**

Many students with identified dyslexia have co-occurring conditions such as ADHD or autism to navigate too: those with ADHD may find concentration is even harder to muster amid unfamiliar classrooms and shifting timetables, and for those who are autistic, adjusting to a different routine, louder environments, or new teachers can be distracting and unsettling.

[Keep reading on LinkedIn](#)

## **[Spotting dyslexia in schools: A quick guide for NQTs](#)**

If you're a new teacher, you're probably already a master of juggling lesson plans and playground drama. But what about spotting learners in your class who aren't engaging fully with the words on the page?

If you're new to the classroom this September, or if you didn't get the support you needed during training when it comes to identifying and supporting neurodivergent students, don't worry - here's handy primer and some resources to get you up to speed.






### **Why are some teachers so good at spotting dyslexia in schools?**

Due to repeat exposure and an in-depth knowledge of pedagogy, some teachers can get really adept at spotting dyslexia in schools and colleges. This often makes them a vital gateway to diagnosis and support for thousands of learners across the course of their teaching career. So many diagnosis journeys and EHCP applications start with just one teacher taking a second look at some work, and asking a few questions.

#### **➔ In early years, look for tiny clues in attention and memory**

...But spotting dyslexia in schools is tricky. And it's even harder in early years settings, especially if students are pre-literacy.

Keep your eyes peeled for these kinds of hidden clues:

-  Difficulty learning nursery rhymes or singing the alphabet
-  Trouble paying attention, sitting still, or listening to stories (even the ones with dragons)
-  Mixing up words (like "flutterby" instead of "butterfly")
-  Finding it challenging to follow multiple-stage instructions
-  Forgetting names, colours, or classroom routines

[Keep reading on LinkedIn](#)

## What makes transition to secondary school such a vital time for reading support?

When students are gearing up for 'big school' at the end of Year 6, it's a pivotal moment. The transition to secondary school marks a new chapter in learning and self-concept. And in that successful transition lie the seeds of so many things: learning confidence, resilience, end-of-stage grades and even careers.

But so many learners lost ground during lockdowns and are still playing catch-up, while others simply may not have had chance to build strong reading foundations. When literacy is the key that unlocks the entire curriculum, that's... troubling, especially at the point of transition.

Here's why— and here's what we can do. ↓

### **Reading through the transition to secondary school is tricky**

Effective reading support is a consistent requirement for effective learning. But at transition, it takes on an even deeper significance: by its very nature, it's a pinch point for success and engagement.

That's because of the uptick in reading expectation. When students transition into secondary school, texts get harder in every subject (not just English!), books get longer, and ideas become more complex. It's easy to feel daunted and retreat into disengagement and other challenging behaviours when a progression that's supposed to mark a step on the road to maturity is met with discomfort, and questioning their skills. Grades in every class get compromised.

💡 And the transition to secondary school is where reading for pleasure drops off too, so there's likely to be less practice going on at home.

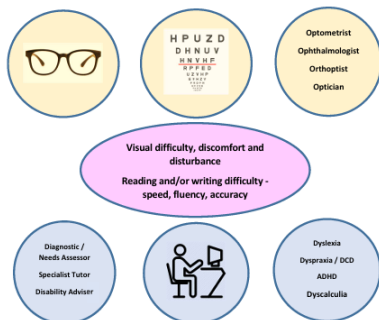
[Keep reading on LinkedIn](#)

### Specific Learning Difficulties (SpLDs) and Visual Difficulties

#### A Guide for Assessors and SpLD Practitioners

SASC Working Group June 2018

Dr Jim Gilchrist, Caroline Holden, Jane Warren.

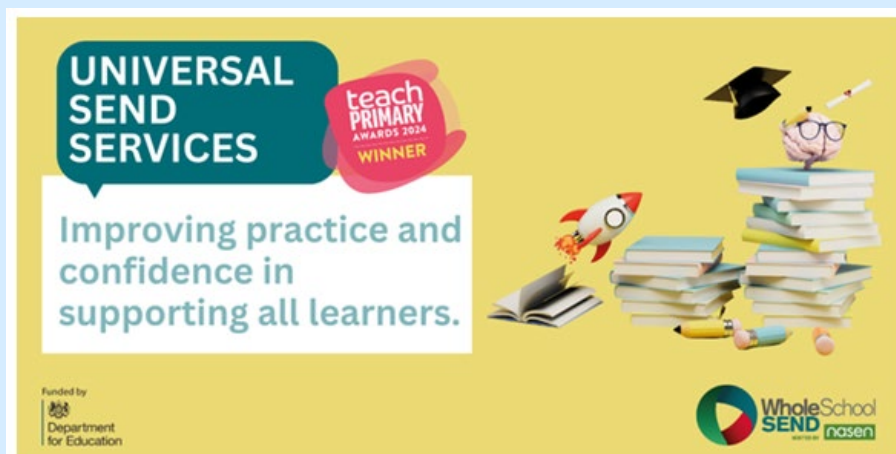


SASC SpLD Assessment Standards Committee

### Visual difficulties - British Dyslexia Association

If you want more detail, there is this SASC document that assessors are asked to implement:

[Visual Difficulties guidance for SpLD practitioners Final 4LG](#)



As the number and complexity of needs continue to rise, the expectations placed on mainstream settings, and their leadership, are growing.

There is now a clear shift in national focus: mainstream schools must play a central role in meeting the needs of all learners. For senior leaders like you, this means ensuring that staff at every level feel confident, skilled, and supported to deliver inclusive practice.

Building this confidence across your team is no longer optional – it's essential. But with so many competing priorities, where do you find trusted, evidence-informed guidance that delivers real impact for learners while protecting your budget?

**Universal SEND Services** provides a range of learning journeys to suit every role and career stage. The programme is funded by the Department for Education so that we can deliver free-to-access SEND CPD for the entire education workforce.

### Online SEND CPD Units

The cornerstone of the programme is a series of **20 Online SEND CPD units** exploring some of the most commonly observed barriers to learning, regardless of age, label or area of need. A must-do for anyone in mainstream education, each unit takes less than an hour to complete and gives clear guidance on adaptations.

[Get Started Today!](#)

### Planning the Year Ahead

Our **SEND CPD Planner** is designed to help SENCOs and Teaching and Learning Leads plan for whole team / whole school development.

A term-by-term approach, highlighting **key SEND milestones** and **free, tried-and-tested resources** helps you look ahead with confidence and clarity.

[Download Now](#)

[Watch our Planning Ahead Webinar](#)



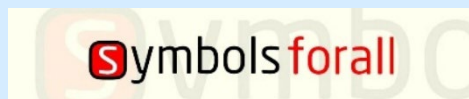
## Spotlight on CareScribe: Free eBook The Ultimate Guide to Assistive Technology

Whether you're new to the AT space or looking to expand your knowledge, this free eBook provides practical guidance on understanding, choosing, and implementing assistive technology in both education and the workplace.

Here's what you'll find inside:

- **Introduction to Assistive Technology** – Learn what AT is, why it matters, and how it transforms independence, learning, and daily living.
- **Types of Assistive Technology** – Explore key categories including mobility aids, communication tools, sensory supports, and software that improves digital access and control.
- **Assistive Technology in Education** – Discover how AT empowers students of all ages, fostering inclusion, independence, and tailored learning.
- **Assistive Technology in the Workplace** – See how AT supports employees, enhances productivity, and helps organisations benefit from diverse talent.
- **Accessing and Funding AT** – Understand UK-specific options including Access to Work, Disabled Students' Allowance, VAT relief, and charitable grants.
- **Practical Implementation Guidance** – Get people-first strategies for choosing, integrating, and sustaining AT in schools, workplaces, and at home.

[Get your copy here](#)



### [A back-to-school guide to the Symbols for All resources](#)

Do you want to start the new school year with a set of ready-made accessible learning activities? Our Symbols for All website is a treasure trove of ready-to-use symbol supported resources to help children and young people with additional support needs access learning and communication.

# Adult Dyslexia Centre

Advising • Developing • Connecting

We are a UK charity that supports adults with dyslexia to feel informed, connected and empowered!

Have a look at our website to find out about our services - free helpline, free support groups, free webinars.

We provide diagnostic assessments for children and adults delivered by our team of assessors, We also provide workplace needs assessments. We support parents of children with concerns about dyslexia.

Contact us: Free Helpline - [help@adc.org.uk](mailto:help@adc.org.uk) or telephone 07774 846657

Check out our new About Us video  
[Click here](#) to view on our You Tube channel  
[Click here](#) for our website

Like the BDA we work to raise the volume and also to spotlight and shine a light on dyslexia and the positives that both children and adults have with dyslexia and co-occurring difficulties. The support groups that ADC run for adults both online and in person allow for plenty of volume raising which is really important for adults who have experienced difficulties in the past.

Contact us - We always have our listening skills on full volume.



## 29 September – 5 October 2025 - a week earlier than the rest of the UK

This Dyslexia Awareness Week Scotland we're challenging common myths about dyslexia with a Myth Busting campaign. Scotland will only become a dyslexia-friendly country when everyone knows what dyslexia is – and isn't.

Download all the free resources from the web page.  
[https://dyslexiascotland.org.uk/dyslexia-awareness-week/...](https://dyslexiascotland.org.uk/dyslexia-awareness-week/)



[Share this with a parent](#)



## Daily SEN support for neurodiverse families

Neurodivergent children and young people often face challenges with daily routines and tasks. That's why we've developed our Day-To-Day SEN Support Pack, to help make mornings smoother and evenings calmer, with advice and guidance from experts.

## Helping Children Thrive in the New School Year



We're now a few weeks into the school year. Routines are forming, but for many children with dyslexia or reading difficulties, challenges may already be appearing.

We've put together a new blog filled with practical strategies to help your child feel more confident in class and at home. These simple approaches can make the school year feel less overwhelming and more successful.

[Back to School Confidence: Helping Struggling Readers Start Strong | Nessy](#)

### Need more support?

Nessy offers a range of free resources designed to make literacy practice engaging and manageable. From decodable books, to trial access to our learning programs. These tools give children the chance to build skills step by step, without added stress.

[Free Learning Resources | Nessy](#)

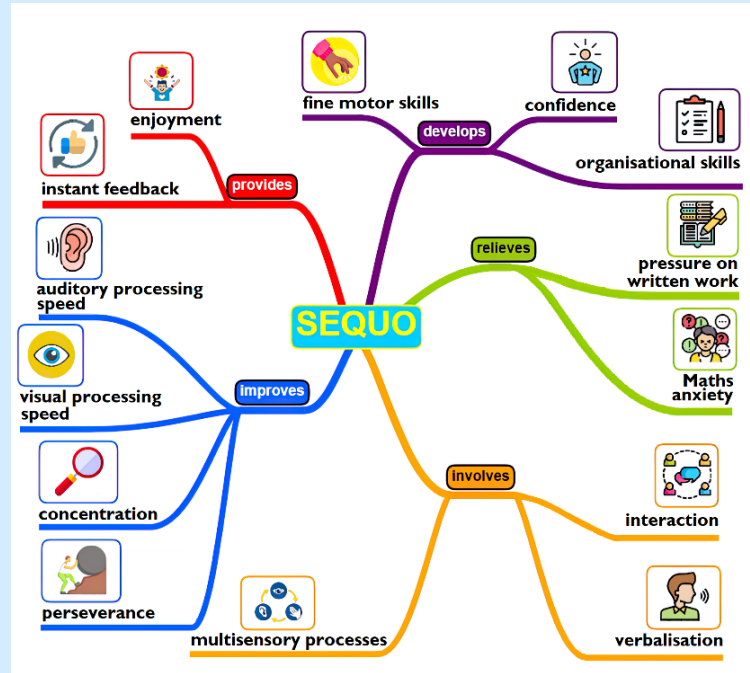


### On-Demand Courses - HELP!

Hints, Encouragement and Liaison for Parents or **HELP!** is a unique dyslexia course for parents of children with the learning difficulty.

Discover ways to support your child and help them learn to learn. This is a downloadable online course, available to watch at home in your own time.

[Book here!](#)



Dear SENCO,

I hope your new term is going well.

My name is Liz Edmondson-Smith, and I've worked as a special needs teacher, assessor, and SENCO in various schools within Wiltshire for many years. I am also a member of the British Dyslexia Association.

Like all SEN specialists I have always found that, alongside formal teaching, educational games are brilliant for reinforcing learning and building confidence.

I would like to introduce you to SEQUO, my new maths card game. It aims to encourage children, 6 years +, to enjoy maths, to reinforce times table number patterns and to enhance sequential memory skills through play. SEQUO has been trialled in various schools.

It is adaptable and can be played by children of different levels of ability. SEQUO has proved to be a useful and popular game in class group work, one to one support teaching and small group SEN sessions.

Please look at my website [www.sequo.co.uk](http://www.sequo.co.uk) for reviews, videos, and FAQs.

I am very happy to visit your school and demonstrate SEQUO at your convenience.

Currently, schools can purchase SEQUO at a special price of £7.95 per pack or 3 packs for £15.

With kind regards,

*Liz*

Liz Edmondson-Smith, Cert. Ed Dip RSA SpLD AMBDA

Email: [e.edmondsonsmith@gmail.com](mailto:e.edmondsonsmith@gmail.com)

Mobile: 07974 073 763



Join us online on Thursday afternoons from 15.30 to 16.00 throughout term time to find out how a wide range of assistive technologies are used to support learning and communication in mainstream and special educational settings.

We encourage school SEND teams to join the live sessions particularly if the technology is being used or considered for a child or young person at your school.

**Coming up:**

- Thursday 2 October - Introducing the C-Pen Reader 3: Making Reading Accessible for all Students
- Thursday 9 October - Empowering SEND learners with AYO: Kickstart the writing process with Mind Mapping
- Thursday 16 October - Discover how Everway tools unlock equity for every learner
- Thursday 23 October - Supporting daily writing with Clicker

**> Find out more and book your complimentary spots**



**> Access the resources**

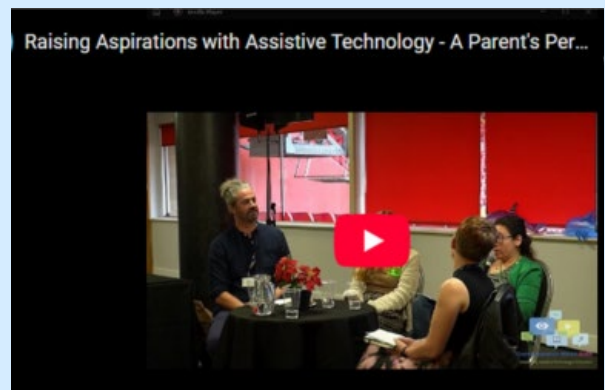


**> Access the resources**

If you didn't make it to our annual event Communication Works in May, the keynote speeches and some of the seminar presentations are available to view.

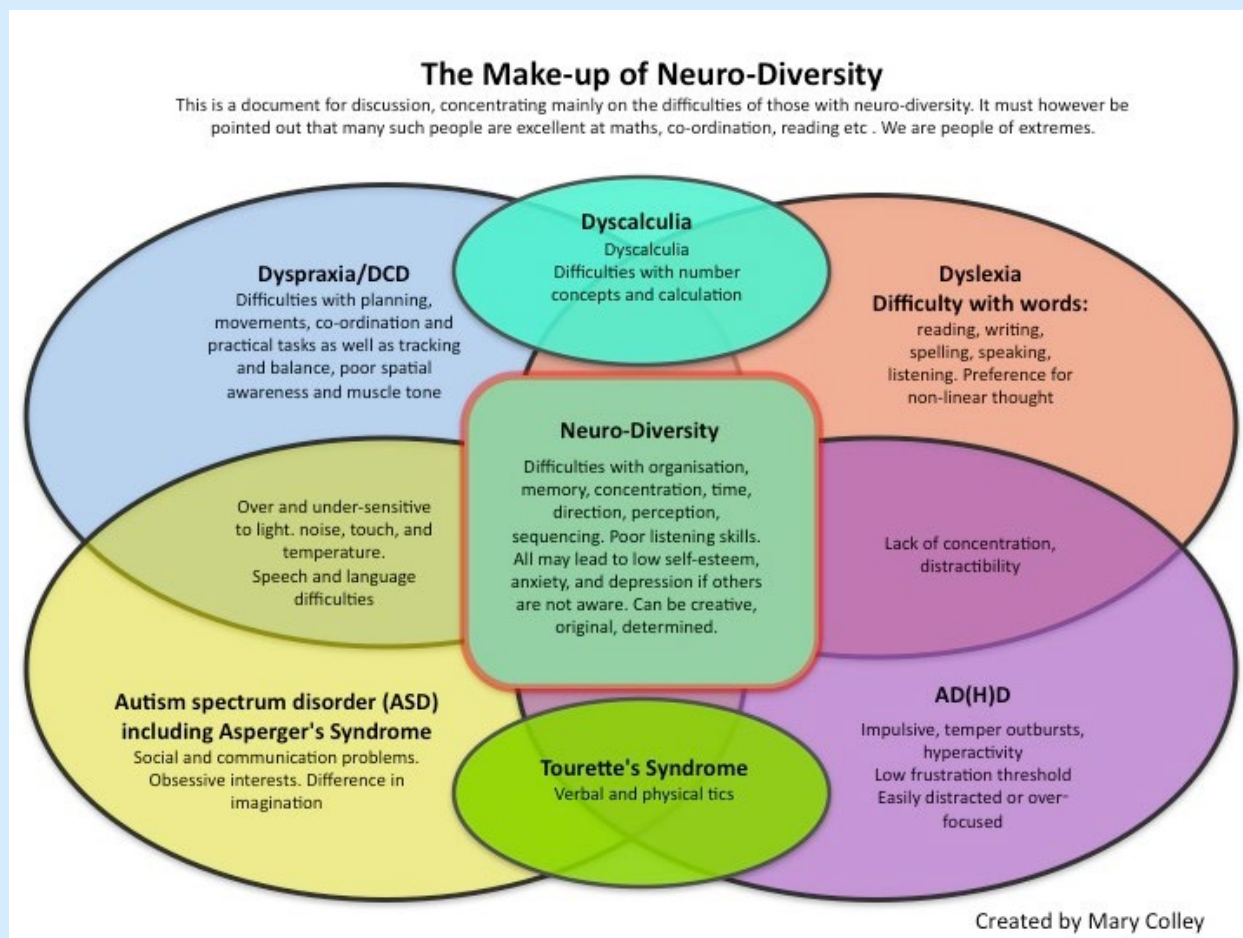
Recordings include 'Raising Aspirations with Assistive Technology – A Parent's Perspective' a discussion with CENMAC Advisory Teachers Ber Allee and Carly Adkinson with parents Lucy and Lucinda who kindly shared their experience of the CENMAC support their children have received.

**> View the recordings**



## What is Neurodiversity - ADHD Aware – click to see full article.

It is thought that up to 15% of the population are thought to be **neurodiverse**. The remaining majority are **neurotypical**. Approximately 1 in 2 people with ADHD have dyslexia.



### Free Resources – Always Ready When You Are

📖 Learning doesn't have to stop during the holidays - it just gets to look DIFFERENT.

Inside the Free Resources section of the Dyslexia & Dyscalculia Academy, you'll find:

- 🎮 Screen-free memory games
- 🛒 Maths-in-the-real-world challenges
- 🧩 Wordplay puzzles and dyslexia-friendly printables

Perfect for:

- ✓ Tutors to send home
- ✓ Parents to try on rainy days
- ✓ Anyone wanting to keep brains buzzing with zero pressure

Keep it light. Keep it fun. Keep it going.



Free Resources

## JCQ Updates Now Available for 2025/26

We're pleased to share that the latest editions of two key JCQ documents have now been published:

[Access Arrangements and Reasonable Adjustments \(AARA\) 2025/26](#)  
[Instructions for Conducting Examinations \(ICE\) 2025/26](#)



Both documents are now accessible via the JCQ website. You'll find the AARA guide under the Access Arrangements section, and ICE can be downloaded from the Exams Office area (scroll to the bottom of the page for downloads).

These updates are essential reading for anyone involved in exam access arrangements or exam administration. Make sure to review the changes to stay aligned with current guidance.

**As usual, Patoss is offering a free update course which will be available from 1 September and can be booked on the website: [OnDemand: Introduction to the JCQ Changes 2025-26](#)**

If you feel you need more in-depth training we are pleased to offer a full programme of face-to-face, live webinars, and OnDemand courses throughout the autumn.

Our full programme can be accessed here: [JCQ Access Arrangements 2025/26](#)



EMPOWERING TECH

### **Access Arrangements Update for the 2025–26 JCQ Regulations**

Free presentation guiding us through the updates given by Lia Castiglione.

Ideal for SENCOs, assessors, and exams officers:

- Clarity on the latest JCQ updates
- Practical tips for applying changes
- Insights into evidence gathering
- Q&A with Lia Castiglione

**Speaker:** Lia Castiglione is a specialist teacher assessor and educational consultant with over 30 years' experience. She co-authored *Assessing the Need for Access Arrangements* and helped develop the Patoss AAA postgraduate course. Lia provides assessments, training, and consultancy on JCQ regulations, psychometrics, and supporting neurodivergent learners.

These changes are designed to empower learners, streamline processes, and better prepare students for life beyond the classroom. The use of Assistive Technology is being encouraged more for school exams - *"25% Extra time may not always be the most appropriate arrangement. SENCOs should instead consider alternative arrangements such as assistive technology."*

**A recording of the event is now available to view at [View recording](#)**

[Regulations and Guidance - JCQ Joint Council for Qualifications](#)

## Scanning Pens comment on 'Workplace-Ready Exam Support'

JCQ is encouraging schools to move beyond the traditional reliance on 25% extra time and instead consider a broader range of support options that reflect how students operate in real-world environments. These include:

- **Assistive Technology:** Tools like reading pens, screen readers, speech-to-text software can help students work more independently and efficiently.
- **Supervised Rest Breaks:** Ideal for students with anxiety, ADHD, or sensory processing needs, rest breaks allow learners to pause, reset, and return to the task with renewed focus.
- **Timers:** Visual or auditory timers can help students manage their time more effectively, reducing stress and improving pacing.
- **Music or White Noise:** With strict controls in place, some students may benefit from calming background sounds to help maintain concentration and reduce anxiety.

Examination Reading Pens have been used for almost a decade to support reading in exams. An update for this year is the push to support more candidates, especially those who only need occasional words or phrases read aloud. JCQ now permits the use of examination reading pens, such as the C-Pen Exam Reader 2.

Refer to Section 5.6 of the JCQ AARA 2025 document for full details.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>



### Why the C-Pen range is loved by educators

It's time to find your perfect reading pen. The wide range of C-Pen reading pens we offer supports every age of readers in every environment. From primary school students expanding their vocabulary, all the way to adults looking for a data-secure reading aid.

Watch video at [Why the C-Pen range is loved by educators](#)

Link to the Training Hub, which includes helpful videos and materials to support your use of the pens: [Training Hub](#)

### Decoding Dyslexia-IA

October is Dyslexia Awareness Month! Now is a great time to talk to your local library about having a display of dyslexia books and information. We've made it easy for you with our Dyslexia Awareness Month Resource Packet. It has handouts about dyslexia for parents and educators, books to include in a display and more. Get it here:

<https://tinyurl.com/dyslexia-packet-2025>





## A New Dyscalculia definition from SASC!

### SASC definition of a Specific Learning Difficulty in Mathematics (2025)

**Features:** A specific learning difficulty in mathematics is a set of processing difficulties that affects the acquisition of arithmetic and other areas of mathematics.

In **dyscalculia**, the most commonly observed cognitive impairment is a pronounced and persistent difficulty with numerical magnitude processing and understanding that presents in age related difficulties with naming, ordering and comparing physical quantities and numbers, estimating and place value.

Some individuals may not present with a specific cognitive impairment in numerical magnitude processing but have an equally debilitating specific learning difficulty (SpLD in mathematics) due to other processing difficulties. Difficulties in language, executive function (verbal and visuo-spatial working memory, inhibitory control) and visual-spatial processing may also contribute.

**Impact:** Mathematics is a very varied discipline. Difficulties with learning mathematics may present in specific areas (for example, basic calculation) or across of the mathematics studied by the individual in relation to age, standard teaching and instruction, and level of other attainments. Across education systems and age groups, difficulties in arithmetic fluency and flexibility and mathematical problem solving are key markers of a SpLD in mathematics. Persistent difficulties in mathematics can have a significant impact on life, learning and work. This may also have a detrimental impact upon an individual's resilience to apply mathematical skills effectively.

**Presentation:** The presentation and developmental trajectory of a specific learning difficulty (SpLD) in mathematics depends on the interactions of multiple genetic and environmental influences. It will persist through life but may change in manifestation and severity at different stages.

A SpLD in mathematics frequently co-occurs with one or more of the following: attention deficit hyperactivity disorder (ADHD), dyslexia, developmental language disorder (DLD) and developmental coordination disorder (DCD).

Maths anxiety commonly co-occurs with a SpLD in mathematics but is not an indicator in itself.

Read more about the NEW definition of dyscalculia at [NEW SASC Dyscalculia Guidance - Dyscalculia Network](#).


NEW SECTIONS launched on our website aimed specifically at children and young adults [dyscalculianetwork.com/primary/](https://dyscalculianetwork.com/primary/)  
[dyscalculianetwork.com/secondary/](https://dyscalculianetwork.com/secondary/)



### Our fantastic new Mascot and overall Cool Dude BLOC is launched!

Bloc hangs out in our primary school section of the Dyscalculia Network, but he's good to get to know! You may have seen him appearing on our social media pages for Dyscalculia Day 2025.




 **To Children with Dyslexia:**

You are brilliant, creative, and capable of achieving anything you set your mind to. Your dyslexia doesn't define you – it's just one part of the amazing person you are becoming. Remember, you're not alone, and there's a whole community cheering you on every step of the way. Keep shining your light. You've got this!

 **To Parents:**

You're not just raising a child with dyslexia – you're raising a thinker, a creator, and a problem-solver. Every challenge you've faced together, every triumph you've celebrated, and every tear you've wiped away has shaped your child's journey and taught them that they are capable of anything. Your unwavering love and support make all the difference.

 **To Educators:**

You have the power to create an environment where every child feels seen, valued, and capable. Your dedication to understanding, adapting, and championing different ways of learning is helping to build a future where every child with dyslexia feels empowered to reach their full potential. Thank you for being a light in their journey.

**Let's take this month to:**

- ▶ **Celebrate the small victories:** Every time your child reads a new word, solves a problem, or bravely speaks up, they're proving that their differences are their superpower.
- ▶ **Raise awareness:** Share your journey, your challenges, and your triumphs. Every story helps create a world that's more understanding and inclusive.
- ▶ **Support one another:** This is a community of champions. Together, we can lift each other up, share resources, and remind ourselves that we're not alone.

## DYSLEXIA STORIES



Just in time for the launch of the 2025 fall season at The Fillmore, the latest episode of the Dyslexic Design Thinking podcast features host Gil Gershoni in conversation with photographer, user experience researcher, storyteller, and advocate Paige K. Parsons. Paige discusses her multifaceted career, what it was like attending a top-tier university as a dyslexic, as well as her latter-day roles as house photographer at The Fillmore and a champion for the rabbit community: [Listen Now](#)

## 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.

## Share Your Dyslexia Story

We want to hear from you!

Your achievements, the challenges  
and your advice to inspire others



## British Dyslexia Association

Share your dyslexia journey with us!

Whether it's your proudest achievements, the obstacles you've overcome, or the advice you'd give to others, your voice matters.

Share your story here:

<https://bit.ly/4IYx3S8>

#MyDyslexiaStory  
Faye Murrell



**"I was told not to aim high in life... so I did the opposite."**

Faye shares her journey with dyslexia - from feeling misunderstood in school to building confidence, helping others, and proving that belief in yourself changes everything.

Read more

**"It's amazing to think how far I've come."**

Emma Jane shares her inspiring dyslexia story with us. From being told she "struggled with learning" to seeing dyslexia as a source of creativity, empathy and strength - shaping how she works with children and advocates for change.

Read her story here:

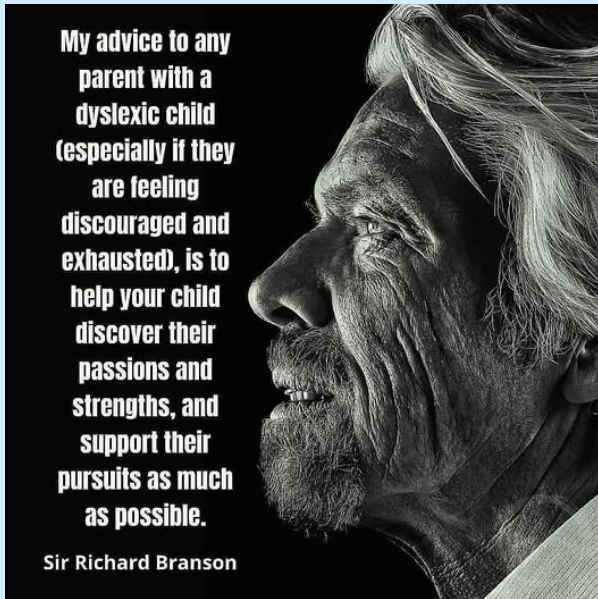
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## My Dyslexia Story

Emma Jane Hassan



And finally . . .

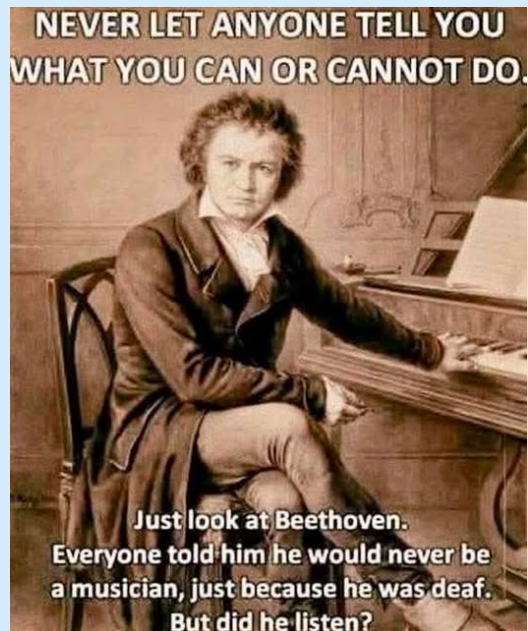


'Phonetic' is not.  
 'Abbreviation' is 12 letters.  
 'Thesaurus' doesn't have a synonym.  
 'Monosyllabic' has five syllables.

Say what you will about English, but it has a sense of humor.

**bookmark alignment chart**

<p><b>lawful good</b></p> <p>book ribbon</p>	<p><b>neutral good</b></p> <p>sentence pointer</p>	<p><b>chaotic good</b></p> <p>scrap paper, receipts</p>
<p><b>lawful neutral</b></p> <p>e-book</p> <p>anding athletic not have an</p>	<p><b>true neutral</b></p> <p>proper bookmark</p>	<p><b>chaotic neutral</b></p> <p>leaf</p>
<p><b>lawful evil</b></p> <p>memorising the page number</p>	<p><b>neutral evil</b></p> <p>leaving the book face down</p>	<p><b>chaotic evil</b></p> <p>dog ear</p>



*Caroline Fowke*

Wiltshire Dyslexia Association  
 WDA Facebook page: [Wiltshire Dyslexia Association](#)  
 Helpline: 07394 617917 [wdahelpline@gmail.com](mailto:wdahelpline@gmail.com)

**Fundraising:** Get free cashback for Wiltshire Dyslexia Association when you shop online! Sign up and your favourite retailers will donate every time you shop – at no extra cost to you.

Plus, join today and we could win a bonus £250 donation:

<https://join.easyfundraising.org.uk/wiltshiredyslexia/OXRQZC/c2s/vYomIKef/SPT29/facebook/>

