

Welcome to the latest edition of our WDA newsletters.

## NEWS



Just under 4 weeks to go until the start of our annual awareness campaign.  
**Dyslexia Awareness Week 2024 (DAW24) will take place from 7 – 13 October.**

This year's theme is **"What's Your Story?"** It has three key messages...

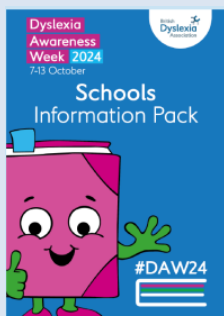
- 1. Every story is different** – showcasing the diversity of the dyslexic community and highlighting that everyone's experience of dyslexia is unique. 10% of the population are dyslexic – that's over 6.7 million stories to tell.
- 2. A strong opening sets the scene** – raising awareness of the importance of early identification and intervention to ensure that every person with dyslexia can flourish.
- 3. It's never too late to change your story** – highlighting how the BDA can provide support and signposting to help dyslexic people begin a new chapter.

Here are ways that you can get involved in #DAW24 to raise awareness of these key messages and help us fundraise to ensure we can continue to offer vital support services such as our national helpline. [Find out all the ways you can get involved here](#)

We're asking you to share your own stories of dyslexia to raise awareness of the diversity of lived experiences within our community. Sharing your experience with dyslexia can inspire others and encourage people to seek support. It is never too late to change your story. [Share yours now](#)

By sharing your support and/or the activities you are planning for #DAW24 we can reach more people with our message and help people understand their own stories better. Use our #DAW24 social media designs across your own channels to show your support. [Visit here](#)

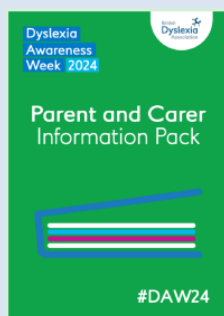
## Downloadable information and resources pack



### Schools

Our interactive schools pack is designed to support teachers in the classroom. With information about dyslexia, some classroom activities for you to download and share, and some suggestions on how to talk to your class about dyslexia.

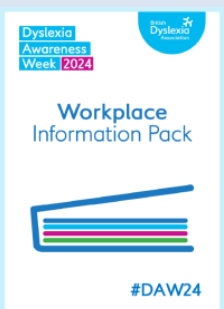
[Visit here](#)



### Parent and Carers

Our interactive pack has been designed for parents and carers of dyslexic children and those who think that their child might be dyslexic. It includes information on spotting the signs of dyslexia, how to talk to a child about dyslexia and some hints and tips for supporting a dyslexic child at home and school.

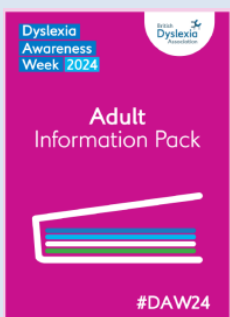
[Visit here](#)



### Workplace

Get involved with #DAW24 and help your workplace to become dyslexia friendly. Our interactive pack is designed for employees and employers to use to increase awareness and support for dyslexic individuals in the workplace.

[Visit here](#)



### Adults

Want to find out more about dyslexia or raise awareness in your local community? Download a copy of our interactive resource pack for adults. The pack includes information and top tips to support adults and students, plus artwork to use on your socials to show your support for #DAW24.

[Visit here](#)



### Top Tips Booklets - View here

[Top Tips for Parents](#)

[Top Tips for Students](#)

[Top Tips for Adults](#)

[Top Tips for Employers](#)

Additional information sheets and posters at [Resources - British Dyslexia Association](#)

# October - Dyslexia Awareness Month in Wiltshire

Three dyslexia awareness events are planned in Wiltshire during dyslexia awareness month, October 2024. People wanting to know more about dyslexia support and advice available can join us for the following free events:

## Webinar: Dyslexia Friendly Schools in Wiltshire

Find out about the inclusive practice in our dyslexia friendly schools within Wiltshire.

Date: Thursday, 10<sup>th</sup> October 2024

Time: 4pm-5pm

Audience: School staff

## Webinar: Understanding dyslexia and literacy difficulties

Find out more about dyslexia and how schools identify and support literacy difficulties

Date: Thursday, 10<sup>th</sup> October 2024

Time: 6pm-7pm

Audience: Parents and carers

## Drop in exhibition:

This free drop-in event will provide an opportunity to look at a range of resources and find out about the support available in schools and for families in Wiltshire.

Exhibitors will include Wiltshire Specialist Special Educational Needs Service (SSENS), Wiltshire Parent Carer Council, Wiltshire Dyslexia Association as well many exhibitors displaying lots of resources and ideas such as Scanning Pens, Nesy, IDL, and Listening Books.

Date: Thursday, 17<sup>th</sup> October 2024

Time: 10am-3pm

Audience: Anyone with an interest in dyslexia and literacy difficulties

Location: County Hall, Trowbridge

**More details to follow regarding links to the webinars and a full list of exhibitors.**

These events align with Wiltshire Council priorities to ensure every child can achieve their optimal physical, emotional and mental health and for the people of Wiltshire to be empowered to live full, healthy and enriched lives.

The theme for this year's national [Dyslexia Awareness week](#) is *What's Your Story?* which has 3 key messages:

- Every story is different
- A strong opening sets the scene
- It's never too late to change your story

## Dyslexia Friendly Schools in Wiltshire

We currently have 13 Wiltshire schools who have successfully achieved the British Dyslexia Association's nationally recognised Dyslexia Friendly Quality Mark. The schools were supported by the Wiltshire Specialist SEN Service (SSENS) on a two-year project to become accredited. Following the success of the project, the Wiltshire Specialist SEN Service (SSENS) team is currently working with a further 15 schools to support them to achieve the quality mark.

More information on the Dyslexia Friendly Schools project is available at: [Dyslexia Friendly Schools](#).

The Joint Council for Qualifications (JCQ) has published the Access Arrangements and guidance for the academic year 2024 – 2025. These arrangements are available to eligible students taking public exams next summer.

Access Arrangements are pre-examination adjustments such as extra time, a reader or a scribe which allow eligible learners with special education needs to access the assessment and ensure that the Awarding Body complies with the duty of the Equality Act 2010 to make “reasonable adjustments”

Not all dyslexic individuals will be eligible for exam access arrangements – they will be based upon evidence of need and will vary for each learner. The school or college where the learner is sitting the exam is responsible for applying for the exam access and evidencing that a learner meets the criteria to receive the adjustment.

You can read the guidance here:

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

Links include this useful summary:

[JCQ-Overview-of-evidence-requirements-24-25\\_FINAL.pdf](#)



Free Webinar

**Exam Access Arrangements**

26 September 7.00pm - 8.00pm  
Suitable for: Parents/Carers/Educators

British Dyslexia Association

### Learn more about Exam Access Arrangements

Why not sign up for our free webinar for parents which aims to explain the underlying principles behind exam access arrangements?

The webinar will also look at some of the common adjustments available and how these work in practice.

There will be a chance to ask your own questions.

[Sign up here](#)



**Arran Smith writes:**

As someone who is neurodiverse, I've learned that planning and organising can sometimes be a real challenge. Making decisions and getting everything just right isn't always easy. But I believe that acknowledging mistakes and finding ways to move forward is the best approach.

After consultation with our contractors and the venue, we've made the decision to reschedule the Neurodiversity Show from March 2025 to May 2025. The UK's premier exhibition dedicated to neurodiversity will now take place on the 9th and 10th of May at the NEC in Birmingham.

Over the past few months, I've had to make many decisions, including the significant change of renaming our event to the Neurodiversity Show. As you can imagine, as a neurodiverse individual, this process has been quite demanding for me. However, I'm pleased to say that, with the support of the venue and our contractors, my team and I are now in a position to move forward and deliver an event that truly showcases innovations, resources, and support tailored to individuals with neurodiverse differences.

This marks an important evolution for us, as we aim to create a more inclusive and comprehensive platform that addresses a broader spectrum of neurodivergence. Our goal is to empower education, support parents, enhance the workplace, and offer valuable resources to individuals and professionals.

We're committed to continuing our early bird offers for our seminars and are as always incredibly grateful to all the speakers who have already committed to joining us. There are still many exciting announcements to come.

I couldn't deliver this event without the unwavering support of our sponsors, partners, exhibitors, and corporate clients. I'm genuinely looking forward to working with so many of you over the coming months to discover how we can collaborate to deliver a fantastic show for the neurodiverse community. If you haven't signed up yet, please do take some time to find out more:

- Register now <https://neurodiversity.show/>
- Explore Commercial Opportunities <https://neurodiversity.show/commercial/>

For me, the evolution of our event equals more inclusion, and that's what the Neurodiversity Show is all about. I'm proud of what we've achieved with the three amazing Dyslexia Shows and the Dyscalculia Show, and I believe we're growing stronger every day. Despite the challenges we face, we must keep moving forward.

I look forward to seeing you on the 9th and 10th of May 2025. Thank you for being part of our community. Let's make this journey towards greater inclusion and support a successful one.

Warm regards,  
Arran Smith  
Founder and Event Director  
The Neurodiversity Show

[Julia Clouter](#)  Global Head of Education Empowering Tech & DfE Expert Advisor



I'm happy to share that I have been contracted as a consultant for the Department for Education in the Inclusion Experts Group. My specialist areas are Special Educational Needs and Disabilities (SEND) and Language and Communication. It will be a fantastic opportunity to provide advice and bring the lens of how AT can help to create equity of access for all learners across the curriculum and in Standards and Testing. I'm excited to start my new job! [hashtag#newjob](#) Don't worry though! I am still at [hashtag#EmpoweringTech](#).



[SEN Magazine Ltd](#)

[SEN131 July/August 2024](#)  
[senmagazine.co.uk](http://senmagazine.co.uk)



## [AUGUST Newsletter 2024](#)

Online Visualization and Dyslexic Thinking - Age of ChatGPT - Dyslexic Advantage Fundraiser with Thomas G West and Robotics AI Expert Brandon King - Temperament and Dyslexia - and Dyslexia News.

Read newsletter at: <https://joom.ag/D6yd>

Be sure and check out all the other free resources at [DyslexicAdvantage.org](http://DyslexicAdvantage.org)



We're pleased to introduce our newly updated '[Back to school: your questions answered](#)' online hub, bringing together all of our guides and resources that might be helpful to you at the start of a new academic year.

**New template letter** - We have a new page on our website providing information on how to request a personal budget and direct payment from your local authority. This resource includes a template letter to help you make your request: [Download the letter >>](#)



## Exciting News: SEN Books Joins SEND Group Ltd!

We are thrilled to share some exciting news with you! SEN Books has recently been acquired by SEND Group Ltd, marking a significant milestone in our journey of providing high-quality resources for the Special Educational Needs and Disability (SEND) community. This transition follows the retirement of Colin and Rachel Redman, who have dedicated over 25 years to the success and growth of SEN Books.

SEN Books has long been a trusted source for professionals in the SEND field, offering a comprehensive range of specialised titles on dyslexia, dyspraxia, ADHD, autism, and other learning difficulties. Colin and Rachel have worked closely with respected authors, including Steve Chinn, Judy Hornigold, and Neil MacKay, contributing to the publication of essential resources for supporting pupils with special educational needs.

The acquisition by SEND Group Ltd, under the leadership of Arran and Lucy Smith, ensures that SEN Books will continue to uphold its reputation for excellence. With Arran's extensive experience in dyslexia, neurodiversity, and education, we are confident that SEN Books is in good hands and will continue to thrive.

### **In his comments, Colin Redman expressed his trust in the new leadership:**

*"Arran Smith has been a trusted colleague for many years. His extensive work in dyslexia, neurodiversity, and education makes him exceptionally well-suited to lead SEN Books into the future. We are confident that under his and Lucy's leadership, SEN Books will remain a valuable resource for teachers, parents, and SEND professionals. We're especially delighted for the authors we work with that there will be continuity for their resources and a boost to the awareness of their work."*

### **Arran Smith also shared his enthusiasm for the future, stating:**

*"We are excited to take on the responsibility of continuing the excellent work that Colin and Rachel have done with SEN Books. Our focus is on maintaining the strong legacy they've built while expanding our reach and impact within the education community. We look forward to providing ongoing support to those dedicated to special education needs and disability."*

As we move forward, we want to assure you that SEN Books will continue to offer the same high-quality resources that you have come to rely on. We are also exploring new opportunities to expand our offerings and enhance our support for educators, parents, and professionals in the SEND field.

To learn more about this exciting transition, you can [download the full press release here](#).

Thank you for your continued support. We look forward to continuing our work together in support of all those dedicated to special education needs.

[Sign up to the newsletter](#)

[Get your next book](#)

## MPs discuss “broken” SEND system in need of reform

Tuesday 10 September 2024

Last week saw three Westminster Hall Debates on [special educational needs and disability \(SEND\) provision in England](#).

The first two debates, led by Sarah Dyke and Alistair Strathern, focused on SEND in Somerset, Herts and Central Bedfordshire. The final debate, held by Richard Burgon, was on SEND provision across England.

### What did we learn from these debates?

There is a large appetite for change. Nearly 50 MPs applied to speak in one debate, a number rarely seen in Westminster Hall. Richard Burgon’s statement, that “the special educational needs and disability system has gone beyond crisis and is in emergency”, is evidently a sentiment many share.

The main issues MPs discussed included:

- Lack of funding for councils, NHS and schools.
- The need to build capacity and expertise in the mainstream system so that more children can access the universal and targeted support they need.
- Safety valve agreements need to end.
- The postcode lottery in funding and the quality of support that children experience across the country.
- The adversarial system that leaves far too many families battling an appeals system to secure the support children need.
- SEND pupils have had to take time out of school due to a lack of proper provision.
- The behaviourist and attendance-focused approach to education.
- The importance of early identification of SEN so that support can be provided quickly.

### The government’s response

The current Schools and SEND Minister, Catherine McKinnell, said: “I can scarcely see a system that is so broken or in such desperate need of reform. That is why we are absolutely determined to fix it, and we have started work already. It is a priority for this department to fix our SEND system, but we know that we cannot do it alone”.

Contact welcomes the minister's commitment to work with the sector, parents, schools, councils and expert staff to address the emergency in the SEN System.

The minister was keen to stress that the government “are absolutely committed to ensuring that every child's entitlement to have the best education possible, in their local area and where they need it, can be delivered under our system”. We are concerned that there seems to be little detail on how they are going to achieve this.

We call on the government to implement [our 3 SEN Asks](#) and address the most challenging issues in the SEN system.

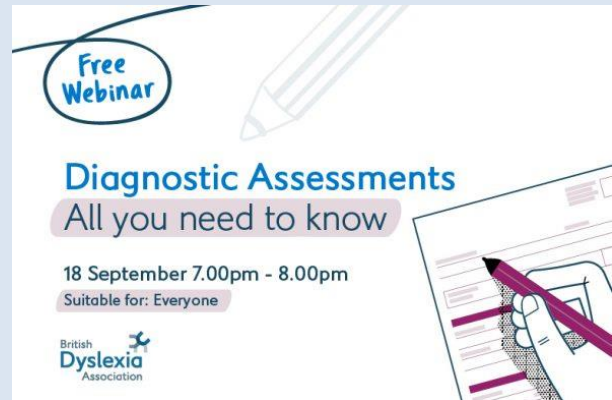
## EVENTS

### [Free Webinar - Diagnostic Assessments - All you need to know](#)

Wednesday 18 September 2024, Online

This informative webinar will be run by Lynn Lovell, Head of Professional Standards at the BDA. It will outline key aspects that individuals may need to know about assessments, such as why it may be useful to have an assessment and what to expect from the assessment process.

[Book now](#)

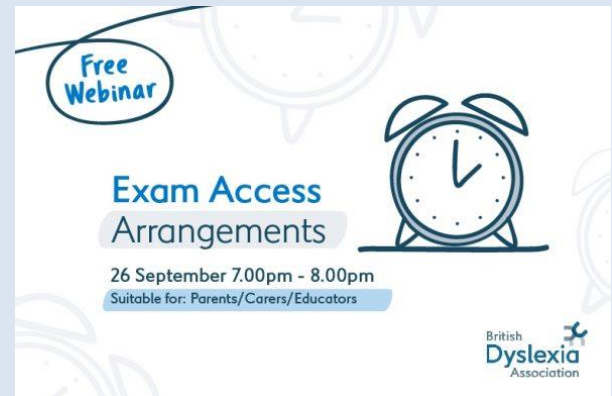


### [Free Webinar - Exam Access Arrangements](#)

Thursday 26 September 2024, Online

This free webinar for parents aims to explain what Exam Access Arrangements (EAAs) are and the underlying principles behind them. There will be the opportunity to ask questions at the end of the session.

[Book now](#)



### [DAW 2024 - Free Webinar: Understanding Dyslexia](#)

Monday 7 October 2024, Online

Join us for an enlightening webinar on **Understanding Dyslexia!** Dive into the world of dyslexia and gain a deeper understanding of this common learning difficulty

[Book now](#)



### [DAW 2024 - Free Webinar: Multisensory Learning](#)

Wednesday 9 October 2024, Online

Join us for an engaging webinar on **Multisensory Learning!** Discover the power of engaging multiple senses to enhance learning experiences across all age groups.

[Book now](#)

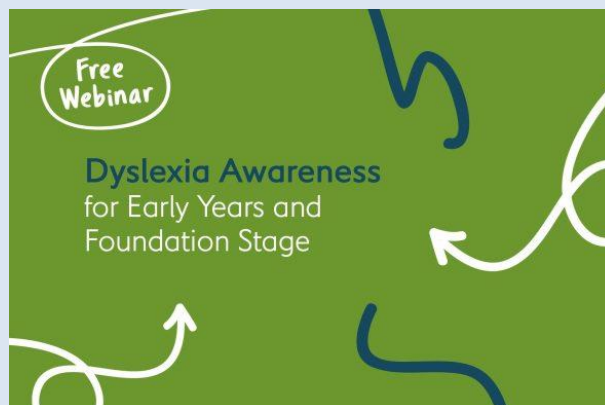


**[Free Webinar - Dyslexia Awareness For Early Years Foundations Stage \(EYFS\) Autumn Term 2024](#)**

Thursday 24 October 2024, Online

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

[Book now](#)



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

Tuesday 5 November 2024, Online

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

[Book now](#)



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

Monday 18 November 2024, Online

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

[Book now](#)

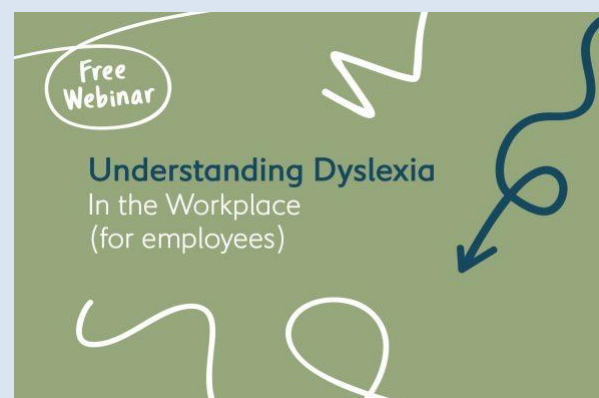


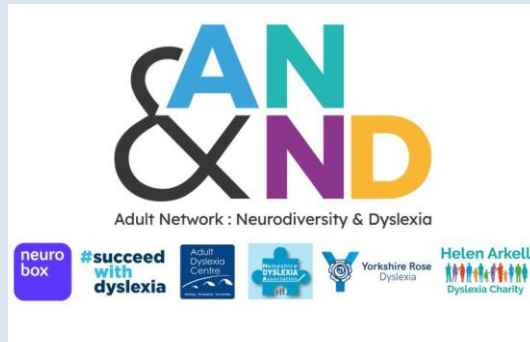
**[Free Webinar - Dyslexia Awareness for Workplace - understanding dyslexia \(employees\) 2024](#)**

Tuesday 10 December 2024, Online

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

[Book now](#)





## [ANND](#) Monthly online talks

Next free webinar will be on Thursday 19th September at 7pm – 8pm

# Dyslexia and Me

with **Danny Duignan**

Join us for an informative and inspiring session!

To join the meeting on the night: [Click here](#)

(Please note the meeting will be recorded)



Join us online on Thursday afternoons from 15.30 to 16.00 (GMT) 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 or watch the recordings particularly if the technology is being used or considered for use for a child or young person at your school.

### Upcoming sessions:

- Thursday 12 September – Introducing Scanning Pens into a Special School
- Thursday 19 September – Thinking ahead around exam access
- Thursday 26 September – Supporting SEND Students with Scanmarker Reading Pens
- Thursday 3 October – Discover the new “Eye gaze friendly app wheel” powered by IRISBOND in collaboration with Call Scotland
- Thursday 10 October – Using Liberator’s new Empower to communicate via social media and online

[> Find out more and reserve your spot](#)

## **ADHD Awareness #ADHDawareness (1 to 31 October)**

The theme is **Awareness is Key!** and encourages the ADHD community to increase awareness by sharing reliable information and supports with all who can benefit.

[> Find out more about ADHD Awareness](#)

# Supporting Learners with Dyslexia and Dyscalculia



## EXCITING NEW LEVEL 3 COURSE!



### OCN ACCREDITATION

(pending)

**Monday 7th - Thursday 10th October**  
**10am - 4pm (10:00-16:00)**

(Ten o'clock in the morning until four o'clock in the afternoon)



[www.positivedyslexia.co.uk](http://www.positivedyslexia.co.uk)

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

[www.positivedyslexia.co.uk](http://www.positivedyslexia.co.uk) - all our events and training sessions can be found [here](#)

**Dyslexia and Dyscalculia:**  
**Confidence in Change**

Specialist Practitioner Conference

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

**Wednesday 27 November 2024 9:00 AM - 2:00 PM**  
**Online Event**

<https://www.bdadyslexia.org.uk/events/dyslexia-and-dyscalculia-conference-2024-confidence-in-change>

The BDA 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 an expected revised definition of dyscalculia, both impacting on how learners are supported and 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 are hosting this conference, with the aim of supporting you and building confidence amongst these changes.

CPD Information - 6 hour CPD Certificate will be sent after attendance of the conference. There will also be an opportunity for AMBDA and APC holders to gain 3 hours SASC approved CPD if you attend our SASC approved workshops.



## Kick-starting the new year with our Autumn Neurodiversity Conference

Before the summer holidays, we welcomed over 3000 parents, carers and professionals to our virtual conference, and we can't wait to do it all over again next month. We have lined up fantastic speakers from our Therapists, Microsoft and The ADHD Foundation, offering valuable advice exploring how to support communication, independence, and how assistive technology can support our neurodivergent children.

[Register Now](#)

## Upcoming webinars: back to school support

<p> Free Webinar</p> <p>Helping Your Child Navigate Transitions In Education</p> <p> 11.09.2024  10am</p>	<p>In this webinar, Bridgitte Calder, Psychologist &amp; Jess Seals, Occupational Therapist from our Group, will share tips for helping young people adjust to new routines and environments, strategies for supporting their emotional well-being, plus ideas for how we can support them under feelings of distress about navigating educational transitions.</p> <p><a href="#">Register Now</a></p>
<p> Free Webinar</p> <p>Working With Your Child's School</p> <p> 19.09.2024  10am</p>	<p>Join us alongside Sarah Morrin, Senior Family Liaison Officer from our Group, for advice and guidance on building positive interactions and working in cooperation with your child's school to ensure their needs are fulfilled both in and out of the classroom</p> <p>- <a href="#">share this webinar with parents and carers.</a></p> <p><a href="#">Register Now</a></p>
<p> Free Webinar</p> <p>Understanding Emotionally Based School Avoidance</p> <p> 25.09.2024  10am</p>	<p>On Wednesday 25 September, Colin Foley, Training Director from The ADHD Foundation, will present a webinar on tips for supporting children who are experiencing EBSA, outlining the causes and triggers, plus approaches to support children and young people with managing feelings of overwhelm and resistance to attending school.</p> <p><a href="#">Register Now</a></p>

## Universal SEND Services can help

The Universal SEND Services programme brings together support for SEND in schools with support for SEND across further education, with the ambition of **improving preparation for adulthood** from the earliest years in a seamless, joined up way.

The programme is funded by the Department for Education so that we can deliver **free-to-access SEND CPD for the entire education workforce**.

We know the effect that a brilliant **teacher** has on their students, and they are especially **important** for learners with SEND. We also know your **time is precious** so we've read through Ofsted's response and linked the **key points** to our **most relevant CPD**.



### Best Resources:

[Online SEND CPD Units](#) - 19 one-hour units exploring some of the most commonly observed barriers to learning, regardless of age, label or area of need.

[Teacher Handbook: SEND](#) - the key reference resource for any practitioner who wants to embed inclusive practice.

[Specialist Spotlight Series](#) - these live online discussions often feature the specialists involved in the development of the units and are a great space in which to build on learning, share experiences and seek advice.

[Unit 18: Person-centred working with and listening to children and their families](#)

[Our Mental Wellbeing hub](#) - relevant to practitioners *and* students

### Best Recorded Webinars:

- [Ensuring accurate identification of SEN in school and college settings](#)
- [Positive beginnings: Supporting children with SEND at the start of their school journey](#)
- [How to develop a curriculum which is ambitious and accessible for all at each age and stage](#)
- [How to ensure balance between the role of SENCO and personal wellbeing.](#)

## [Special Needs for SPECIAL KIDS](#)

Back to school: Free printable lesson planning templates for 2024-2025

[Lesson Planning for 2024-2025 on paper](#)

We've [compiled lots of tips on settling into a new school.](#)

These pointers were put together by a special educational needs teacher and parents themselves.



### **Disabled Children and the Equality Act 2010 - School Guide**

This guide is designed to help teachers understand the legislation and how it applies to their work with disabled pupils in their school. It draws on examples of practice that may amount to discrimination or that may help schools to avoid it.

Read it [here](#)

### **Disabled Children and the Equality Act 2010 - Early Years Guide**

This guide is designed to help early years providers understand the legislation and how it applies to their work with disabled children. It draws on examples of practice that may amount to discrimination or that may help early years providers to avoid it.

Read it [here](#)

### **Changing places in the early years**

'Changing places in the early years' is a transition resource to support young children with speech, language and communication needs.

It includes an example of a communication passport and information on how families, early years practitioners and local authorities can support transition.

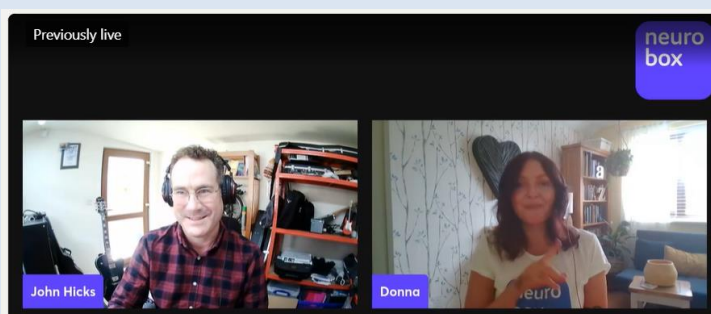
Read it [here](#)

### **[Let's Talk, resilience. | LinkedIn](#)**

Join [Donna Stevenson](#) and [JOHN HICKS](#) this month's "Let's Talk".

Resilience is an essential life skill, but it's not easy to develop! With numerous distractions, disruptions, and daily challenges, how can we ensure we're taking care of ourselves while remaining resilient?

Neurodiversity councillor, coach, and consultant John Hicks shares his expertise, offering suggestions and tips on staying resilient, particularly in light of the extra pressures that can arise during the summer months.





A series of practical webinars exploring the opportunities and challenges of creating neuro-inclusive workplaces and HOW to address them. Hosted by our own experts with an array of guests, we will take a deep dive into some of the challenges that face workplaces navigating neurodiverse individuals.

### **How to establish an inclusive recruitment process.**

Deborah will be joined by Jay Harris from The Orpheus Centre for an open discussion on the importance of inclusive recruitment.

They will look at:

- The candidate pipeline
- Inclusive recruitment practices
- The importance of inclusive recruitment

[\*\*WATCH HERE\*\*](#)

### **How to have a challenging conversation as a line manager.**

Donna Stevenson and Mark Woodward get together to discuss how to start that challenging conversation at work.

Their discussion will include:

- Why is line manager training so important?
- What sort of things does a line manager need to be aware of?
- What skills does a line manager need to support disability or neurodiversity in their team?

[\*\*CATCH UP HERE\*\*](#)

### **How to develop a neuro-inclusive policy: Sep 11, 2024, 12:00 PM**

Deborah Leveroy hosts this webinar on creating a neuro-inclusive policy for your organisation and the importance of maintaining it.

They will look at:

- What is a policy
- What to include
- Language
- What is a reasonable adjustment, and what isn't
- Reasonable adjustment process
- Why?

[\*\*BOOK NOW\*\*](#) - also register to watch recording

### **How to untangle a workplace needs assessment: Oct 30, 2024, 12:00 PM**

Donna Stevenson is joined by Mark Woodward for an in-depth discussion about what exactly goes into a workplace needs assessment.

They will go through:

- What is a workplace assessment?
- What does an assessment look like?
- What sort of things does an assessor ask and look for during the assessment?
- Will I get a report, and what will it include?
- What happens after the assessment?

[\*\*BOOK NOW\*\*](#)

## Scanmarker Pro

Scanmarker Pro is a portable reading and translation pen, Scanmarker Pro boasts quick and accurate text-to-speech. Utilising both text and spoken translation to support language learning, and with 8GB of storage inbuilt you can refer back on your favourite words, sentences and audio notes at any time.

A demonstration video is available [HERE](#)



### FREE WEBINARS

This year, Patoss is again running a free webinar to introduce the changes to the JCQ Regulations regarding Access Arrangements:

[OnDemand: Introduction to the JCQ Changes 2024-25 \(patoss-dyslexia.org\)](https://patoss-dyslexia.org)

[OnDemand: Meet an ADHD expert - Fintan O'Regan](#)



Here at Widgit, we know that September is a hectic time for teachers! To help you prepare for the term ahead, we've gathered a number of resources you may find useful for your classroom.

What's more, they are completely free! In our 'Back to School' toolkit, you can explore over 50 pages of resources, including:

- Visual timetables and reward charts to support structure, routine, behaviour and independence.
- Emotional and wellbeing supports to help children and young people communicate how they are feeling.
- High and medium frequency word lists.

[Download free](#)

## New Dyslexia-Friendly Books

We're excited to announce the arrival of new books from Barrington Stoke, a publisher with 25 years' experience dedicated to helping children with dyslexia become confident readers. Discover exciting titles like Mice & Men, Frankenstein, and Animal Farm, all designed to make reading accessible and enjoyable for every child.

[Explore these great reads today.](#)



Are maths problems preventing sixth form entry?

### Advice for parents



A blog by Jet Lewin



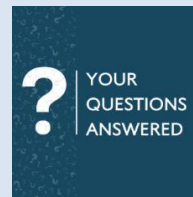
## Dyscalculia Network

'Usually it goes like this: "Sally" wants to do creative/art subjects for **#Alevels**. She passed her **#GCSEs** in these subjects with flying colours, However, they have **#dyscalculia**, and they didn't pass maths...

Because of this, the school won't accept them for A-level, is there anything I can do?'

Read here to find great advice...

<https://www.jetlewin.com/blog>



Should I tick the box on a job application form to tell them that I am dyslexic?

[Click here](#) to read the answer in full

Can you suggest anything to help a dyslexic employee who struggles to take notes in meetings?

[Click here](#) to read the answer in full

I was told at secondary school (about 30 years ago!) that I was dyslexic. I've always struggled but worked my way up at work. Now I need to take an exam and I am struggling to pass. I do not have proof that I am dyslexic, so I am not allowed any extra time or support. Please can you help?

[Click here](#) to read the answer in full

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

[Click here](#) to read the answer in full

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

[Click here](#) to read the answer in full

How can I help my son over the Easter holidays with revision for his GCSE exams? I know from his mocks that he will struggle to organise himself.

[Click here](#) to read the answer in full

What is the process for enrolling a student with dyslexia at university?

[Click here](#) to read the answer in full

Where can an adult be assessed for visual disturbance?

[Click here](#) to read the answer in full



## Dealing with back-to-school anxiety

**Anxiety over going back to school can affect both parents and children.**

While as a parent you are managing practicalities such as school uniform, the household, the logistics of school runs and work commitments, the feelings of nervousness and anxiety that build up in some children can sometimes be overlooked.

After a long summer break children have become accustomed to lazy mornings, treats and a lack of routine. They may have several worries around returning to school: being away from you, having new teachers, being able to keep up with the work and anxieties around relationships with friends.

### Support your child in the run-up to school

Have an informal chat with your child about whether they are looking forward to going back to school. They may say no because they just prefer holidays – you needn't put the idea in their head that there is something to worry about!

If they have any worries, listen and offer empathy and support; talk about what is concerning them, and think of solutions together about how they could manage situations. Focus on the positive aspects of school, providing encouragement and getting them to talk about the things they like about the school day. You could ask your child to write a list of what they are looking forward to going back to school.

### Build confidence

Key to helping children feel at ease about starting their new school year is to build their confidence by offering specific praise and, most importantly, being a great listener. When children know they can share their worries, and their parents will listen, they go to school with the parents' calm, steady voice in their heads feeling reassured.

Remember that what might feel trivial to you, may be a big worry for your child, so be careful not to dismiss worries. It's also ok to be sad that the summer is ending and ok for you to say that you are sad about it too.

For primary-school-aged children, have short, relaxed chats about positive memories of school – when a teacher was especially kind, fun things they have done with friends – so that they remember that school is a positive experience.

### Look after the basics

Getting back into a routine can make a huge difference to your child's anxiety. Ensure they are getting enough sleep and returning to term-time sleep patterns. Go back to regular healthy eating schedules and include physical exercise so that they sleep well.

## Get ready together

Make fun jobs of getting ready for school together – prepare by organising equipment, stationery, lunch and school bag.

If school has informed you about changes to the school day – make sure you pass these on to your child so that they know what to expect and what will be different to last year. Unknowns can be scarier than knowns.

One lovely suggestion on those first days back is to give your child a little reminder that you are thinking of them. This might be a sticker or toy in their lunchbox, but our favourite idea is to draw something very simple on your child's wrist or the back of their hand – perhaps a smiley face or even just a coloured dot – to remind them you are 'with' them through the day.

## Once school has started

Give your child time and space to talk about their school day and any worries. This may always seem to happen at bedtime which can be frustrating but it's important to listen.

If your child is going to a new school, be prepared for it to take some weeks for them to settle in – and bear in mind that most children are happy as soon as they are out of your sight and with their friends!

## When to take it further

If your talks bring to light serious concerns about bullying or worries about inappropriate behaviour from fellow pupils, follow this up with the school.

Lastly, if you are worried that your child is more anxious than is normal and this persists after returning to school, consider talking to school or your GP about getting help. If your concerns are around how they learn and this is causing anxiety, speak to the teacher, and check our website for advice on getting your child diagnosed with Specific Learning Differences (SpLDs).

## Useful links

[www.nhs.uk/every-mind-matters/coronavirus/going-back-to-school-or-college/](http://www.nhs.uk/every-mind-matters/coronavirus/going-back-to-school-or-college/)

[www.priorygroup.com/blog/managing-children-s-fears-around-returning-to-school](http://www.priorygroup.com/blog/managing-children-s-fears-around-returning-to-school)

– this is a useful video that was recorded for the 2020 return

[www.place2be.org.uk](http://www.place2be.org.uk)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

The above is an extract from an e-newsletter which can be downloaded as a PDF [here](#).



## LATEST BDA WEBINAR RECORDINGS

You can watch these sessions using these links:

### [Dyslexia Awareness for Primary-Aged Children](#)

View slides: [PowerPoint Presentation](#)

### [Dyslexia Awareness for Secondary-Aged Children](#)

View slides: [PowerPoint Presentation](#)

### [Don't stop me now! Achieving with Dyslexia in FE/HE](#)

View slides: [PowerPoint Presentation](#)

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

View slides: [PowerPoint Presentation](#)

### [Dyslexia Awareness for Workplace - understanding dyslexia \(employees\)](#)

View slides: [PowerPoint Presentation](#)

## [Ofqual Student Guide 2024 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

This guide provides you with information about this year's arrangements for qualifications regulated by Ofqual. It also explains what support is in place when taking exams and assessments.

[Ofqual](#) regulates around 245 awarding organisations to develop, deliver and award qualifications in England. This means we set rules that awarding organisations must follow. We focus on making sure the qualifications system is fair, so that students, parents, teachers, employers, universities and others can be confident in results.

Ofqual is responsible for making sure that qualifications and assessments meet high standards. We monitor exam boards and awarding organisations and make sure that qualifications do what students, higher education institutions and employers need them to do.

### Contents

1. [About this guide](#)
2. [What you need to know before your exams](#)
3. [What you should know during your exams and assessments](#)
4. [What happens after you have taken your exams or assessments](#)
5. [What to do if you think there is a mistake in your results](#)
6. [Useful contacts](#)

## [Made By Dyslexia](#)

Think you might be dyslexic?

There are 5 simple ways to spot dyslexia in adults and it is vital to spot and empower people who are.

Check out our FREE [#DyslexicThinking](#) test at [madebydyslexia.org/quiz](http://madebydyslexia.org/quiz).



## ARTICLES



### [Prof. Amanda Kirby](#)

Diagnostic criteria we use relating to most neurodivergent traits and conditions have changed over time a lot as well. e.g. "Diagnostic and Statistical Manual of Mental Disorders" (DSM), used often in the United States.

Nostalgia was a diagnosis (In 1781, an Ipswich doctor called Robert Hamilton was working in a barracks in the north of England when he encountered a concerning case of nostalgia. See <https://lnkd.in/eSmSt2gm>)

The second edition of the DSM, the DSM-II, published in 1968, defined autism as a psychiatric condition — a form of childhood schizophrenia marked by a detachment from reality.

During the 1950s and 1960s, autism was thought to be rooted in cold and unemotional mothers, whom Bruno Bettelheim dubbed 'refrigerator mothers.'

All change...the DSM-III, published in 1980, established autism as its own separate diagnosis and described it as a "pervasive developmental disorder" and not part of schizophrenia.

Change again...The DSM-III when revised in 1987 broadened the concept of autism by adding a diagnosis of pervasive developmental disorder-not otherwise specified (PDD-NOS) — and dropping the requirement for onset before 30 months.

The DSM-IV, released in 1994 and revised in 2000, was the first edition to use the term spectrum. This had 5 different versions of Autism - In addition to autism and PDD-NOS, it added 'Asperger's disorder,' 'childhood disintegrative disorder (CDD), and Rett syndrome.

All change again...the DSM-5(2013) introduced the term 'autism spectrum disorder.' The manual eliminated Asperger syndrome, PDD-NOS and classic autism, but debuted a diagnosis of social communication disorder to include children with only language and social impairments. Childhood disintegrative disorder and Rett syndrome were removed from the autism category.

## [Delegation and dyslexic success for the class of 2024! | LinkedIn](#)

Richard Branson really has it sorted: he's a very successful entrepreneur, he's a huge advocate for neurodivergent people, and [he's literally been to space](#). He's also a great source of knowledge about business— one of his most famous quotes you've likely seen floating around LinkedIn is...

*"You can build one of the biggest companies in the world being dyslexic as long as you delegate. I would never have achieved what I did without learning the art of delegation."*

[And he's right](#). Being able to delegate is a hugely important tool for folks with dyslexia. A trusted team that works to everyone's strengths and supports each other is key. But what if you're just starting out on the road to success, you work for others, or you haven't got that kind of network or clearance yet?

## [Our top 5 mantras for starting work with dyslexia! | LinkedIn](#)

It's the start of school! All over the world, a new cohort of students with dyslexia are headed into the classroom ready to take on new excitement and challenges. But what about the other end of the spectrum? There's another set of dyslexic learners out there right now, too— those who are just leaving school, and heading into the world of work.

## [5 Things we learned about kids with dyslexia on the first day of the new school year... | LinkedIn](#)

It's a time for crunchy leaves, pumpkin-spiced everything, and a whole new set of classroom highs and challenges. But that first day back in school might have been a little more taxing for your dyslexic learners, or those with other neurodivergent needs.

Here are five things we learned as we headed back through the school gates this year!

## [4 causes of back-to-school anxiety your kids haven't told you about | LinkedIn](#)

Back to school anxiety gets *real* in the last few weeks of summer. And we get it: It's a shift back into routine, it's a return to rules, early-morning wakeups and sanctions. It'd make anyone a little nervous— but are there some big causes of back to school anxiety that we're still missing out on, because kids are anxious to mention them and as parents, we're just plain out of the loop?

We're exploring the big 4 of these hidden giants today, and sharing some tips on how to approach them with the learners in our lives.

## [What the new government data on EHCPs can tell educators... | LinkedIn](#)

We know that an Education, Health, and Care plan (EHCP) is a passport to a more supported learning future for many learners in the UK today, but [new data released by the UK government](#) in June suggests that there may be some old inequalities still at play, as well as shifting trends.

Here's what schools and educators need to know in 2024.

## Homework Heroes: Here are 5 tips for parents of students with dyslexia

By Dr Suzette Spears, Mahoning Matters, 30 July 2024

### Want to make homework less stressful for your child with dyslexia?

Dr Suzette Spears with Homework Heroes LLC wants to help parents of students with dyslexia.

Here are five tips for making homework and comprehension easier for students with dyslexia and their parents.

**Read Aloud** – Many people think they read in their heads better than they read out loud. This is not exactly the case. The English language is made up of letters and SOUNDS. With silent reading, the brain cannot hear when a word is mispronounced or substituted, so the reader does not know they have made a mistake. Reading out loud ensures that the brain hears and is able to process exactly what the eyes are seeing on the page. Encourage your scholar to read out loud as often as possible

**Read Often** – Students with Dyslexia should be exposed to as much vocabulary as possible, and this is not just in story books. Use notecards to label items around the house like stove, sink, refrigerator, freezer, cabinet, pantry. Children have thousands of words stored in their oral vocabulary, many of which they learned before starting school. The issue for students with Dyslexia is they do not know what the words look like, so even though they know what the refrigerator is, they may not recognize the word. Seeing the word on the device helps the brain connect the letters and sounds to the device and send that information to long term memory for later retrieval. Also, if there is a synonym or abbreviation for an item, list that as well. It is important for students to know there may be more than one word for the same thing. For example, a refrigerator can also be called a fridge, or the stove may also be called a range.

**Read to your scholar** – your child may be interested in a story they may not be able to read independently. To foster a love of reading, read that story to your child. Your local library is a great source to access thousands of books for free. If you are not able to read to your child, most libraries also offer audio books and books online that can be read using a text to speech extension.

**Know Your Rights as a Parent** – Participating in the IEP (Individualized Education Plan) meeting for a child may be intimidating for some parents. Please remember, this meeting and the plan that is developed from this meeting is designed to address your child's unique education needs. Parents have the right to request their child be evaluated for services and there is a definite time frame, after parental consent is given to when the evaluation must be complete.

**Celebrate Success!** – Students with Dyslexia have a wide variety of interests and abilities. Sometimes that can be overshadowed by their reading difficulties. Maybe your child has an incredible vocabulary and loves to recite poetry or rap. Perhaps they are amazing artists, or talented athletes. Highlight your child's strengths while also working on those challenges!



[Jack Churchill OBE](#)

*“Virtual classrooms to interactive learning tools, digital inclusion is reshaping education as we know it. Explore the profound impact of technology on student engagement and accessibility in FE News' latest article.”*

## [FE News | Digital Inclusion in the Education Sector](#)



In an era where the digital landscape shapes our daily lives, the widening gap of digital exclusion in the UK is a critical concern. Defined by the Digital Poverty Alliance as the inability to interact fully with the online world when, where, and how needed, digital poverty affects one in five children in the UK. This pressing issue, especially prevalent within the education sector, demands urgent and decisive action.

### **The Severity of Digital Exclusion**

The severity of the situation is underscored by the Nominet Digital Youth Index report for 2023, revealing that four per cent of young people across the UK, totalling two million individuals, lack access to essential learning devices like laptops or desktop computers. Moreover, nearly 570,000 young people lack both a learning device and a home internet connection, with 15 per cent devoid of broadband access at home. This glaring lack of access impedes their ability to participate fully in educational activities, placing them at a significant disadvantage compared to their peers.

### **The Potential and Challenges of Digital Technology in Education**

While digital technology has the potential to transform education, it also underscores the digital divide. Digital technology enhances student engagement through multimedia content, gamified learning platforms, and online forums. These tools foster interest and participation in learning, catering to diverse needs by incorporating adaptive platforms and assistive technologies, ensuring inclusivity for students with disabilities through features like closed captioning and screen readers. However, the integration of digital technology in education also requires that teachers have the necessary skills and access to suitable technology.

### **The Need for Teacher Support**

A survey conducted by the Digital Poverty Alliance as part of its Tech4Teachers programme highlights this need. Approximately 700 teachers across 200 schools reported high levels of digital exclusion among teaching staff. In total, 47% of those surveyed did not have suitable technology to enable them to teach remotely, revealing a large unmet need for teachers to access devices to benefit their students' education. Efforts are underway to combat digital exclusion, with initiatives like the Tech4Teachers programme addressing these disparities.

### **Combating Digital Exclusion**

By providing teachers with the necessary technology and training, this project seeks to ensure that educators are well-equipped to deliver digital education effectively. This is crucial, as teachers need support with skills and techniques to embed digital learning into the curriculum, ensuring that all students can benefit from advancements in educational technology. By championing digital inclusion, we confront the immediate challenges of the digital divide in the UK and pave the way for a future where digital participation is accessible to all.

### **A Call to Action**

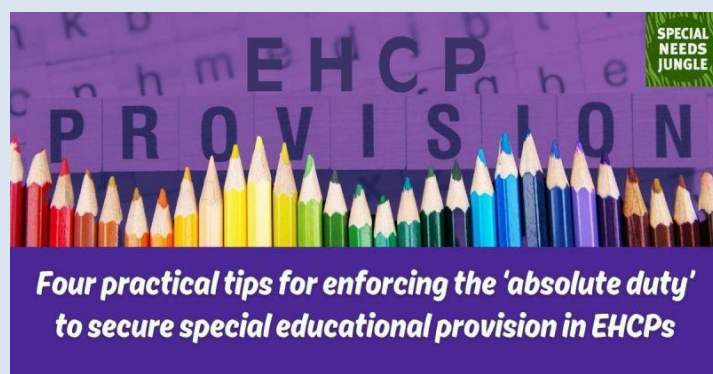
Our call to action is driven by the conviction that in our era, access to the digital realm is not just advantageous – it is imperative for the UK's progress and cohesion. At the Digital Poverty Alliance, we lead efforts to address this issue. Our advocacy for systemic reforms is grounded in the belief that digital access and literacy are fundamental to building a fair and equitable society. Our mission emphasises the need for a comprehensive national strategy to ensure every individual can navigate, contribute to, and benefit from the digital landscape.

### **A Multi-Faceted Approach**

To promote digital inclusion effectively, a multi-faceted approach is necessary. This includes providing adequate devices and internet connectivity, especially for underserved communities. Equally important is equipping young people with the digital skills they need now and in the future. Schools must incorporate digital literacy into their curricula, ensuring that students are not only consumers of technology but also creators and innovators. Moreover, partnerships between government, the private sector, and non-profit organisations are vital. Collaborative efforts can help scale up initiatives like Tech4Teachers and similar programmes, ensuring widespread access to technology and digital education.

### **Conclusion**

The urgency of addressing digital poverty cannot be overstated. As we navigate the digital age, ensuring that every young person has the tools and skills to thrive is essential for the UK's future. By bridging the digital divide, we not only enhance educational outcomes but also empower the next generation to lead and innovate in an increasingly digital world. The time to act is now, and the education sector must be at the forefront of this transformative journey.



## **Four practical tips for enforcing the 'absolute duty' to secure special educational provision in EHCPs - Special Needs Jungle**

After a recent High Court ruling underlined that LAs MUST ensure an EHCP is carried out, the two lawyers involved, Ollie Persey and Adam Mercer, offer their 4 practical tips for enforcing this 'absolute duty'.



I was diagnosed with dyslexia and dyspraxia from a young age. I was quite verbose and used a wide range of vocabulary but as we started learning how to read/write at school I began to really struggle. There was a substantial contrast between my oral and written communication, and teachers started to write me off as being lazy. I also had challenges with things like memory, maths, remaining focused, processing times, etc. These traits weren't recognised until I joined Mrs Williams class in year two. My school only had one SEN trained teacher, and I was lucky enough to be put in her class, which led to my diagnosis.

**“Dyslexia has been such a huge part of my life as it affects so many aspects of it”**

In some ways, dyslexia has made me more resilient, empathetic and solutions focused but it has also had an impact on my self-esteem and confidence at different times. I have learnt to turn negative perceptions into positive motivation. At school one of my teachers told my Mum (in front of me) I was a very nice/polite girl, but I would never amount to much academically. Whilst that teacher has probably long forgotten this conversation, it has stuck with me, and it still drives me to prove that perception wrong.

### **Dyslexia misconceptions**

Whilst dyslexia can be very frustrating, I don't feel like I have a ceiling. I honestly believe there are no limits, and I want others to feel that too.

After my diagnosis, my teachers understood I wasn't being lazy but due to their misconceptions, now believed I had a lower level of intelligence. I was added to the schools ESN list of educationally subnormal pupils (I was given an unsealed envelope with a letter explaining ESN to give to my Mum, as the teachers believed I wouldn't be able to read it) and was separated from my friends when I was placed on a table with children who had very different educational needs, which was nicknamed the stinky table. I also had to attend extra classes whereby pupils were publicly pulled out of subjects like art and drama to do extra Maths and English lessons.

**“However, it wasn't all bad with my diagnosis came some positive things such as extra time in exams but as a child the negative changes seemed to far outweigh these positive points.”**

So when I was 10 yrs old I asked my Mum to remove me from the ESN list at school as I didn't want my new secondary school to know I had dyslexia and dyspraxia. My Mum listened to me and agreed. Between the ages 10-25yrs I hid my dyslexia/dyspraxia from schools, university and employers so I could try to fit in. My Mum supported me throughout with extra tuition at different times, which I am so grateful for.

### Dyslexia in the workplace

In 2022, I was interviewing with new firms and in an effort to be more open about being neurodiverse, I had disclosed my dyslexia and dyspraxia at the third stage of interviews with my preferred firm. I thought it was received well in the interview but shortly after I was told they had found someone who was a better fit. I had a suspicion my neurodiversity had put them off which felt like a massive knock back at first so I took some time to think of a solution for my next attempt I was certain I didn't want to hide my dyslexia/dyspraxia anymore but didn't feel confident enough to apply to more firms straight away. Finally, I decided to add dyslexic/dyspraxic thinking to my list of skills on my CV before sharing it with recruiters. My first interview from my new CV was with my current firm, Julius Baer International Limited (JBI). Throughout the interview process they were very open minded and positive about my dyslexia/dyspraxia. It was so refreshing for these to be seen as a positive skill set rather than a disadvantage or disability. Their positive outlook continued through my new joiner process, and I am now a member of JBIs newly formed Neurodiversity Working Group, helping to share accurate information and encourage an open culture.

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

I think getting a diagnosis means different things to different people but it's important to be kind to yourself and take time to process it. I found it really useful to listen to relevant podcasts and read books to understand how/why it affects me. Whilst dyslexic minds process information differently, it doesn't impact our IQ!



[Donna Stevenson](#)

I tell you what I want, what I really, really want! 🙌

I am so happy my favourite Spice Girl Mel B is Neuro-Spicy! 🐦 🐦 🐦

Mel told the Guardian newspaper: "I felt a huge sigh of relief after getting diagnosed with anxiety, dyslexia, dyspraxia and ADHD in 2019. It means you don't feel as alone or different or crazy anymore."



So important that we support our adult community, so they don't feel alone and scared to be their Neuro-Spicy selves! 🙌

So let's take inspiration from Scary Spice herself and live our best lives 💙



## [Dr Helen Curran ACC Inclusion & Neurodiversity Consultant | Professional Development Coach](#)

Today is A-level results day and, for some, a significant milestone in education. Big days in education—results day, sports day, trips, plays, proms etc. can be tough for parents, especially when your child has SEND.

The education system, specifically SEND, can be exhausting, relentless, isolating, and often feels like an uphill battle—essentially, a second full-time job. So, I'm going to let myself enjoy this moment of celebration... 😊

After 18 years of advocacy, 15 EHCP annual reviews, hoping and pushing for inclusion beyond tokenism (and that's not just the teachers, young people - look at yourselves, there's work to be done!), navigating a broken system—culminating in home education (my Russian history is now on point!)—we've reached this day. **Despite the challenges, I'm proud to say that the world is about to gain another Aerospace Engineer 🎓**

And with the current state of leadership in the aerospace industry 🚀, this couldn't be more timely 😊

While I'm relieved this chapter is finally closing, here's what I would tell my past self, and perhaps share with others who are at the start of this crazy system:

- 🤝 Find your tribe—other SEND parents get it like no other.
- 👉 Protect yourself from well-meaning, but misguided, comments.
- 👮 Don't over-empathize with educators—it's a tough job, but it's their choice.
- 👩🏫 Acknowledge the outstanding teachers and SENCOs—they're more special and valued than they realise.
- 👮 Stay informed, uphold the law, trust your instincts, and ensure your child's voice is heard—they deserve it.
- 👉 Be persistent, even if it means being as relentless as a midgie in a Scottish summer—you shouldn't have to, but you do.
- 🗑️ Throw out educational, social and cultural norms.
- 🏃 Pace yourself.
- ☀️ Always look for the light—every dog has its day.
- 😊 Your kid is really, really great.

# Dyslexic Design Thinking

Host and creative director Gil Gershoni explores the intersection of dyslexia and creativity with guests from a wide range of industries.

This season, you'll hear from a rocket scientist, a political consultant, an ad executive, an expert in inclusive space design and the founder of a conference for neurodiversity in tech. 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.

Hear all episodes at: [Dyslexic Design Thinking | Podcast on Spotify](#)

Includes:



“People go, ‘Well, you can’t be dyslexic. You’re a writer.’ No, no, no. It’s the beat of the language I like,” Gardner says. “Shakespeare never spelled his name once the right way. His language is totally inventive. It’s magical. He added more words to the English language (than any other writer). But we have this stereotype about spelling. It’s so rigid that there isn’t the play. Why do kids love hip-hop? Because there’s play.”

[Listen Now](#)

**And finally . . .**

**THANK YOU!**

**Three more supporters have signed up to support the Wiltshire Dyslexia Association for free every time they shop online using #easyfundraising, and you can too!**

If you sign up over 8,000 retailers will donate to us at no extra cost to you as you shop as normal. Every donation makes a difference. Plus, if you sign up today you can earn us a £5 bonus!

Please sign up now:

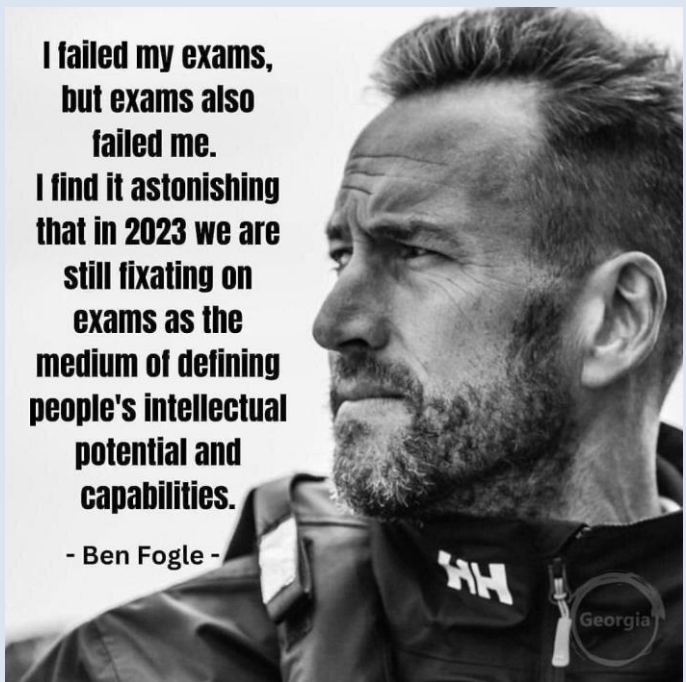
<https://join.easyfundraising.org.uk/wiltshiredyslexia/0XRQZC/c2s/SUOTITV7/CR142/facebook/>

 **Help Wiltshire Dyslexia Association get a bonus £5 donation when you join and raise!**

[Sign up today](#)

**£37** raised so far      **6** supporters have joined

Sometimes,  
I forget how  
to spell a  
word so  
I change  
the whole  
sentence to  
avoid using it.



## Caroline Fowke

Caroline Fowke  
Wiltshire Dyslexia Association

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

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

WDA details - see our [flyer](#)



[Wiltshire Dyslexia Association](#)

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

[British Dyslexia Association](#)

[BDA Guide for Parents](#)

[BDA Employers Guide](#)

[BDA Employees Guide](#)

Dyslexia Awareness Month resources:

[Downloadable information and resources pack](#)

[Resources - British Dyslexia Association](#)

