

Welcome to the latest edition of our WDA newsletters.

NEWS

What a month!

I decided to message Copilot to ask why Dyslexia Awareness Month is so important and I liked the reply . . . "It plays a vital role in highlighting the challenges faced by individuals with dyslexia and raising awareness about the condition. It fosters understanding and empathy, reducing stigma and promoting acceptance. This awareness helps ensure that individuals with dyslexia receive the support and accommodations they need to succeed in education and the workplace. The month also encourages early identification and intervention, which can significantly improve outcomes for those with dyslexia."

During October in Wiltshire we were **extra busy!** We held three events. Our thanks to Alison Szalay and Rachel Williams - Advisory Teachers for Wiltshire's Specialist SEN Service (SSENS) - who presented two webinars about the inclusive practice in our dyslexia friendly schools within Wiltshire. They explained how schools identify and support literacy difficulties, and provided ideas for families to help support at home.

We worked together to provide an exhibition at County Hall where exhibitors displayed resources and offered advice and support regarding dyslexia. In addition to SSENS and the WDA, exhibitors included Wiltshire's Parent Carer Council, Libraries, Family & Community Learning, and Learning Resources Hub.

We also welcomed Scanning Pens, Myles Pilling from AccessAbility Solutions, and Listening Books, together with Inspiration/Technology, AT Superstore, Billy Bees Learning, and IDL.

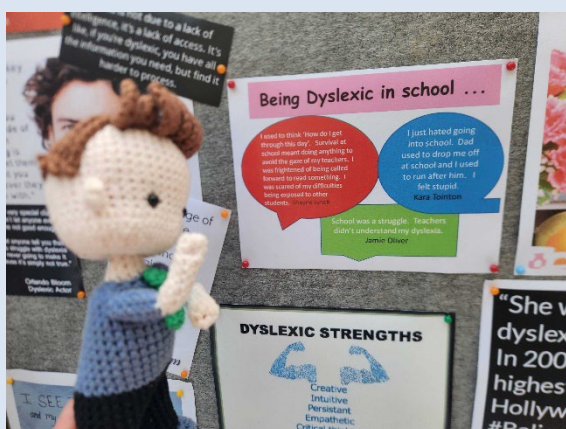


Caroline Fowke (WDA)
Matthew Szczesniak (IDL)
Will (Billy Bees Learning)
and Alison Szalay, Rachel
Williams and Maria
Dickinson-Yeo (SSENS
Advisory Teachers)

Thank you to all our exhibitors and visitors!

IDL offered their free trials and special discounts together with support to schools and parents who attended, and two lucky schools each won a £999 voucher to purchase IDL programs.

TTS were unable to join us but sent a very generous collection of resources which were raffled between the schools attending their Dyslexia Friendly Schools meeting which took place alongside our exhibition.



Our smallest attendee was Gary from Billy Bees Learning who found the displays most interesting!



Dyslexia Awareness Week 2024 - A review - BDA

The British Dyslexia Association has reported on an amazing time raising awareness of dyslexia during the annual national campaign.

The BDA want to extend their thanks to all who contributed. Your involvement - whether through sharing stories, engaging in activities, or promoting awareness in schools and workplaces will have not only made a lasting impact and encouraged people to seek out help and support but also empowered our community to know that they are not alone and they have a voice.

Together, we've raised awareness and understanding about dyslexia. Your efforts have helped create a more supportive environment for individuals with dyslexia.

Thank you for your passion and commitment. Here's to making a difference together and to an even bigger #DAW25.

- Over 12,000 schools, parents and workplaces downloaded our packs
- Over 4000 people downloaded our Top Tips booklets
- Over 1600 of you registered to attend Webinars

Read stories shared by our community [here](#)

Watch video highlights on our YouTube channel [here](#)





Webinar Recordings

Understanding Dyslexia - [watch here](#)

Multisensory Learning - [watch here](#)

Podcast

BDA Ambassador Claud Williams and BDA Empowerment patron Theo Paphitis share a candid conversation in this podcast about dyslexia and entrepreneurship.

[Watch here](#)

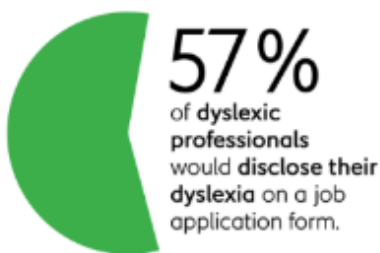
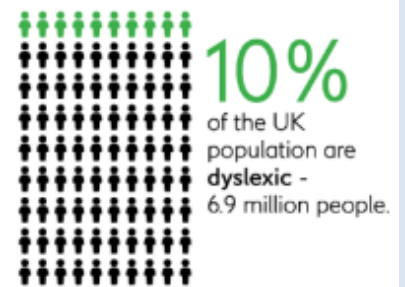
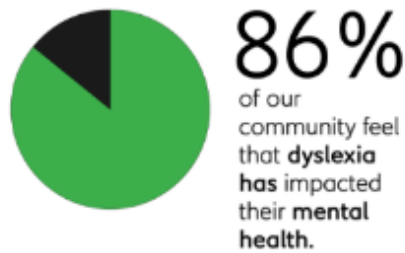
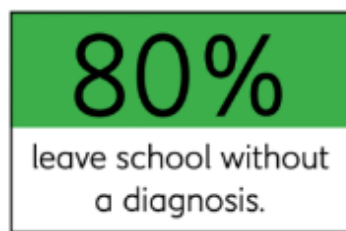


[Top Tips for Parents](#)

[Top Tips for Students](#)

[Top Tips for Adults](#)

[Top Tips for Employers](#)



*LinkedIn Survey

Wiltshire SENDIASS Drop-in Sessions



Wiltshire SENDIASS aims to support children and young people (aged 0-25) with special educational needs and disabilities, and their parents and carers by providing specific, easy to understand, information, advice and support on their rights in relation to the law. Their support is free, confidential and impartial.

Wiltshire SENDIASS is now offering community drop-in sessions to provide an informal opportunity for Wiltshire families to meet their team, discuss any questions or concerns you may have and receive relevant advice and support in relation to these.

There is no need to book, just simply drop in.

Where and When the Drop-ins are Happening:

- **Warminster Library** - Every **second Monday** of the month **between 12:00pm and 2:00pm**
- **Trowbridge County Hall Family Hub** - Every **third Monday** of the month **between 11:30am and 1:30pm**
- **Chippenham Library** - Every **fourth Tuesday** of the month **between 11:00am and 1:00pm**
- **Salisbury Library** - Every **first Thursday** of the month **between 10:30am and 12:30pm**

Parent Carer Groups

Carers Together Wiltshire is inviting parent carers to join their new parent carer face-to-face and/or virtual sessions.

Sessions coming up between now and December 2024 are as follows:

- **Wednesday 6th November 2024:**
Support group, 10:30am to 12:00pm
Community First meeting room, Devizes. Drop in.
- **Thursday 21st November 2024:**
Virtual evening group, 7:00pm to 8:00pm.
- **Wednesday 4th December 2024:**
Support group, 10:30am to 12:00pm, Cosy Club Salisbury. Drop in.
- **Thursday 19th December 2024:**
Virtual evening group, 7:00pm to 8:00pm. Christmas Quiz.

A representative from Forward Carers will be attending the first three face-to-face sessions, to talk about their online offer to carers, as well as the new carers ID card.

For the online sessions, please email Jo Hiller-Culley for the link:

jo.hiller-culley@carerstogethewiltshire.org.uk.

For the drop-in sessions, please feel free to turn up on the day!

SEND Newsletter

Wiltshire Council

Question: Where can you find the latest SEND information in Wiltshire?

Answer: Visit the Local Offer pages!

The Local Offer website is the one stop shop for all information on SEND for Wiltshire. Keep an eye on the [Local Offer News section](#) for all key service updates and SEND information.

To find out opportunities to get engaged check out our [Getting Involved page](#). Here you can find a mixture of online surveys, virtual meetings and in-person events.

If you are struggling to find information about a service or advice on a particular topic, or want to share an event or service with us please do get in touch via our [Contact Us page](#).

New SEND and AP strategy agreed

A plan that maps out how Wiltshire Council and partners will work with families, children and young people with Special Educational Needs and Disabilities (SEND) for the next five years has been agreed.

The SEND and Alternative Provision Strategy is called Meeting Needs Together - ambitious for all.

At a cabinet meeting earlier this month, Wiltshire Council agreed the strategy, which pledges six priorities:

- children and young people and their families will be at the centre of planning, their views and aspirations heard and acted upon, as true partners
- getting the right support at the right time, identifying and acting on our children's needs at the earliest opportunity and through promotion of inclusive approaches and practice across the local area
- provide opportunities for timely planning, reflective of the views of the child or young people and parent carers' current needs, that have clear outcomes
- ensure good quality communication and information, for families to have a positive experience when navigating services, with information that is easy to access and use
- professionals and officers across the SEND system will have the skills, knowledge and training to enable effective collaboration across services, joint assessments and sharing of good practice
- children and young people will be prepared for adulthood and experience timely transitions, leading to increased skills, greater independence and a greater range of opportunities in life

The strategy also details how Wiltshire Council and its partners, including the Bath and North East Somerset, Swindon, and Wiltshire Integrated Care Board (BSW ICB), will work with SEND families and organisations within the Wiltshire SEND Local Area Partnership.

Read the strategy - [Meeting needs together, ambitious for all - Local Offer \(wiltshire.gov.uk\)](http://wiltshire.gov.uk)

Read the Easy Read version of the strategy - [Our plan for children and young people with SEND in Wiltshire](#)

Special Educational Needs and/or Disabilities (SEND) families invited to share their views

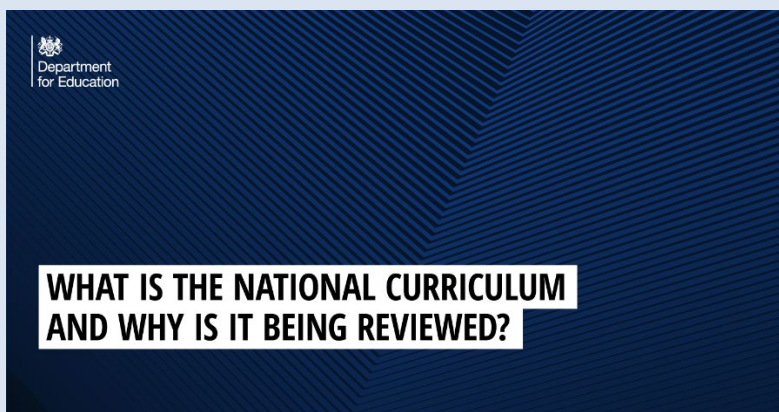
We're asking families of children and young people with SEND to share their views and help prioritise changes being made following the newly launched SEND and Alternative Provision Strategy.

We're hosting two online webinars on Friday 15 November from 1pm-2pm and Thursday 5 December from 6pm-7pm for you to provide valuable feedback on how best to implement the action plan that accompanies the strategy.

Save the webinar links to join on the day. No registration is required.

[Find out more about the online webinars](#)

[Link to join webinar on Friday 15 November](#)



Curriculum and Assessment Review

The government has announced a Curriculum and Assessment Review led by Professor Becky Francis. You can read more about the review [here](#).

The BDA will be responding to the review's stakeholder consultation, which closes on 22 November. They want to know what you think so please get in touch with your views before 15 November: policy@bdadyslexia.org.uk

Read Easy South and East Wiltshire

We are always looking for adults who would like to learn to read. We also need volunteer coaches who can meet a reader twice a week for half an hour each session.



Would you rather supervise the coaches? We are looking for a Coordinator to look after our reading pairs.

Please get in touch for more information.

Read the Flyer

Contact



What changes can improve our assessment system to help learners with SEND showcase their strengths and feel a sense of achievement in their education?

The Department for Education (DfE) is reviewing the national curriculum and statutory assessment system in England to ensure they are suitable for children and young people. nasen is advocating for an inclusive curriculum and assessment system that prioritises the needs of children with Special Educational Needs (SEND).

Have your say:

Book your place

13th November | 16.00 - 17.00

We are holding two online sessions for you to share their experiences and evidence of what works best for learners with SEND.

Book your place

Can't attend?


Share your views

If you are unable to attend the live session but would like your views to be included – please complete the survey below.

Complete Survey

We would also encourage members to complete the DfE survey individually, which can be found [here](#).

Institute of Education

Serl  **UCL**

*I don't want to go to **bed***


Does dyslexia come with sleep problems?

In a recent groundbreaking UCL study, clinical sleep problems were reported for 66% of children with dyslexia. Given the established importance of sleep for cognitive development and mental health this urgently calls for further investigations.

To find out more we are now **calling all adults with dyslexia** and a control group without dyslexia to complete a short **online questionnaire** about their **sleep behaviour**.

Whether you have dyslexia or not – please follow this link or QR Code, fill in questionnaire and help us find out more!

https://qualtrics.ucl.ac.uk/jfe/form/SV_6R3aWKnZZKvzrdc



Thank you!

Dr Dagmara Dimitriou, Director of SERL
Katrin Jeffcock MSc
 katrin.jeffcock.18@ucl.ac.uk

University College London
 Sleep Education and Research Laboratory (SERL)
 Department of Psychology and Human Development
 25 Woburn Square
 London WC1H 0AA

Approved by UCL IOE Ethics Reference Code: NoZ6364106/2024/03/148

Tes SEND report 2024 | Tes

Taking the responses from almost 900 education professionals we have built a picture of the SEND landscape in schools across the UK today.

Covering everything from funding to EHCPs, workload to provision tracking; our SEND report provides insights into some of the sectors' major talking points. The report is ideal for school and MAT leaders to use as a benchmarking tool or guidance on where best to support staff.



- 12-page, downloadable PDF guide at [Tes SEND report 2024 | Tes](#)
- Approximately 15-minute read
- Vital insights for school leaders and SEND specialists

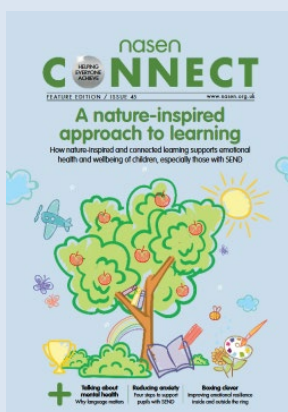


Welcome to the Council for Disabled Children's (CDC) newsletter.

Inside this edition, you can find:

- A new report from [CDC and the Disabled Children's Partnership](#);
- Information about upcoming [What Works in SEND learning seminars](#);
- Information about the free [RISE training programme](#);
- Anti-Bullying Alliance's [Anti Bullying Week Resource Launch](#)
- Contact's [Counting the Costs Survey](#);
- Dingley's Promise's [Early Years SEND Assessment Guidance](#);
- Information about [Family Fund's grants and support](#).

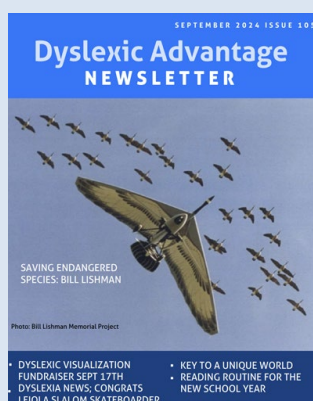
This is rounded off with a range of resources and reports.



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

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

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



September newsletter: <https://joom.ag/zpud>



October newsletter: <https://joom.ag/ohud>

Check out our 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](#).



**Department
of Education
Event**



Stop Dyslexic* Learners Underperforming at School - Webinar Series

(*All learners that struggle with literacy)

There is still time to sign up for our free webinar series designed to help your staff and parents who support learners with SpLD. **Aware this might not be your area of responsibility, please could we ask you to forward this information to your SENCO, otherwise your school will miss out.**

Kingston University's School of Education and the Driver Youth Trust are sponsoring a series of free remote workshops to equip educational professionals and parents to use technology and strategies effectively to ensure children and young people who struggle with literacy are supported to achieve their full potential at school.

We would be grateful if you could promote these free events to the families and educational professionals you support.

This is part of a wider initiative to equip trainee teachers with the skills to make all lessons accessible to learners with poor literacy skills. For maximum impact we want to update schools and families on the technology that can help.

Many students now have access to devices that have the potential to dramatically improve grades but have not been taught how to use them in this way. Recognising that the effective use of technology could be a quick and easy way to raise attainment, we invite our partner schools and all who support dyslexic learners to attend.

Webinars will be scheduled in the [first week of each month from November to March from 6-7pm](#). They are scheduled to be convenient for both parents and educational professionals.

Who should attend?

Any adult who supports learners from early years onwards. It's never too early to set learners up for academic success.

Webinar Schedule

1. Why is learning hard for students that struggle with literacy?

Monday 4th November 6-7pm

Help parents and educators better understand the difficulties faced by learners that struggle with literacy and how to support them.

[Book now](#)

2. Stop dyslexic* learners underperforming at school

Tuesday 3rd December 6-7pm

What needs to be in place early in school to stop learners underperforming in formal assessments/exams which result in limited future opportunities.

3. Technology to overcome reading difficulties

Tuesday 7th January 6-7pm

Explores how to promote reading for pleasure and overcome difficulties reading to learn.

4. Technology and strategies to help overcome difficulties with writing

Tuesday 4th February 6-7pm

Explores how teaching strategies and various technologies can drastically improve skills.

5. Strategies and technology overcome difficulties with memory & processing

Tuesday 4th March 6-7pm

Raises awareness of the many excellent resources and strategies available to improve knowledge transfer.

About the speaker

Caroline Bateman is a passionate advocate for dyslexic learners and a specialist in educational technology. Before joining Kingston University, Caroline founded a successful learning consultancy, where she dedicated her efforts to helping students with dyslexia achieve their full potential through innovative technological solutions. Her journey began with a personal mission to support her own children, which evolved into a broader commitment to prevent underachievement among neurodiversity learners.

At Kingston University, Caroline continues to leverage her extensive experience and expertise to equip trainee teachers to make lessons inclusive.

[Webinar series - Kingston University Driver Youth Trust KUDYT - Department of Education - Kingston University London](#)

[Free Webinar - Dyslexia Awareness For Primary-Aged Children](#)

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](#)



6th November 2024 - 16:00 - 17:00

Twilight Talks: Accessibility by design for FE Colleges, why does it matter and how do you do it?

Delivery: Online Discussion

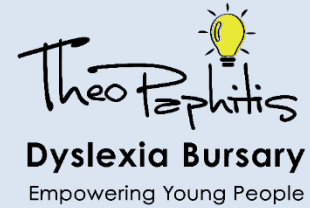
Suitable for: A parent/carer, Administration Staff, Assistant Head Teacher, Consultant, Deputy Head Teacher, Early Years Practitioner, Education psychologist, Governor, Head Teacher, Inclusion Manager/Leader, Newly Qualified Teacher, Other, SENCO, Senior Leader, Student, Support staff, Teacher, Teaching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

[Book for FREE](#)

Thanks to the **Theo Paphitis Dyslexia Bursary**, we're excited to offer **FREE** places on the Helen Arkell Dyslexia Charity's six-week online *Supporting Learners with Dyslexia* course to teachers and teaching assistants in state schools.



The course runs for **six Fridays** starting **8 November 2024**, with each session from **9:30 am to 12:30 pm**. Recordings will be available for those who miss live sessions.



To apply for a bursary-funded place, simply fill out [this short application form](#). **Please note**, those who have already received a free place are not eligible for another.

Paid for places are also available on the course for teaching staff who are not working in state schools as well as parents and carers.

[Book your place here!](#)



11th November 2024 - 15:30 - 16:30

Specialist Spotlight: An Introduction to speech, language and communication needs (SLCN)

Phase: Secondary / FE
Delivery: Online Discussion
Suitable for: Assistant Head Teacher, Deputy Head Teacher, Head Teacher, Newly Qualified Teacher, SENCO, Senior Leader, Teacher, Teaching Assistant, Tutor

[Book for FREE](#)



12th November 2024 - 16:00 - 17:00

Specialist Spotlight: Creating a learning environment that supports speech, language and communication

Phase: Secondary/ FE
Delivery: Online Discussion
Suitable for: Assistant Head Teacher, Deputy Head Teacher, Head Teacher, Inclusion Manager/Leader, Newly Qualified Teacher, SENCO, Senior Leader, Teacher, Teaching Assistant, Tutor

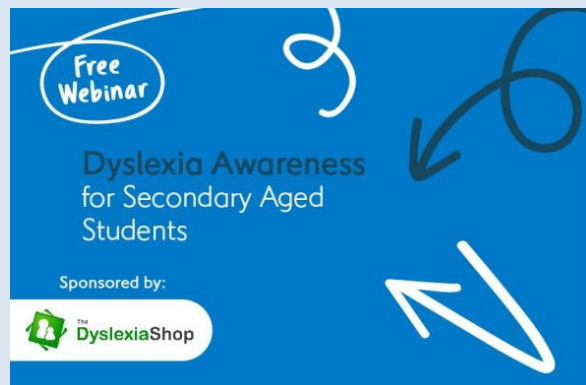
[Book for FREE](#)

[Free Webinar - Dyslexia Awareness For Secondary-Aged students](#)

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](#)



REMINDER:

[5th Annual Dyslexia Conference, Holiday Inn, Liverpool Tickets, Thursday, November 21, 2024 at 9:30 AM | Eventbrite](#)

Link provides full details including the agenda and booking details.

Special offer:

Bring a friend with you for free.

Add to your cart to get two tickets for the price of one.

2 for 1 deal: £80.92 ~~£125.00~~ incl. £4.93 Fee / incl. £13.49 VAT

Sales end on 21 November.

Join us at the **Holiday Inn Liverpool - City Centre** on **Thursday, November 21, 2024** for a day filled with valuable insights and discussions on dyslexia. This in-person event is a great opportunity for educators, parents, and individuals with dyslexia to come together and learn from experts in the field.

Our theme this year is around **Innovation – theory into practice**. There will be a mixture of keynote speakers our showcase of innovation and best practice .

NB THE HOLIDAY INN HAS A NUMBER OF RESERVED ROOMS AT A SPECIAL RATE - QUOTE PDC FOR YOUR RATE OF £119 B AND B .

Exploring the WRIT alternatives: IDS-2, TOD, CAS2 and RIAS-2

Thursday 21st November, 6.00 – 7.00 pm



Presenter - Sarah Sainty, Assessment Consultant, Hogrefe Ltd

From 1st January 2026, the Wide Range Intelligence Test (WRIT) will be withdrawn from the SpLD Assessment Standards Committee (SASC) list of approved tests for assessment of specific learning difficulties, and many assessors, trainers, universities and trainees are considering which of the alternatives might suit them best.

This free upcoming webinar hosted by Hogrefe and presented by assessment consultant and practitioner Sarah Sainty will provide a detailed exploration of the four 'new' SASC-approved tests for underlying ability.

In this review of four of the options (the [Intelligence and Development Scales](#), the [Tests of Dyslexia](#), the [Cognitive Assessment System](#), and the [Reynolds Intellectual Assessment Scales](#)), we will guide you through the main points of interest in each one, and briefly show you how each maps to the verbal and nonverbal ability sections of in the SASC report format – and in many cases, goes beyond, offering helpful additional information.

Specific questions? Ask ahead when you register or stick around for our Q&A post-webinar.

[Register here](#)



**Join our FREE webinar on
'Supporting Pupils with Dyscalculia'
Tuesday, 26th November, 4.30 – 5.30pm**

The session is aimed at those teaching and supporting pupils with SpLD and will cover the following topics:

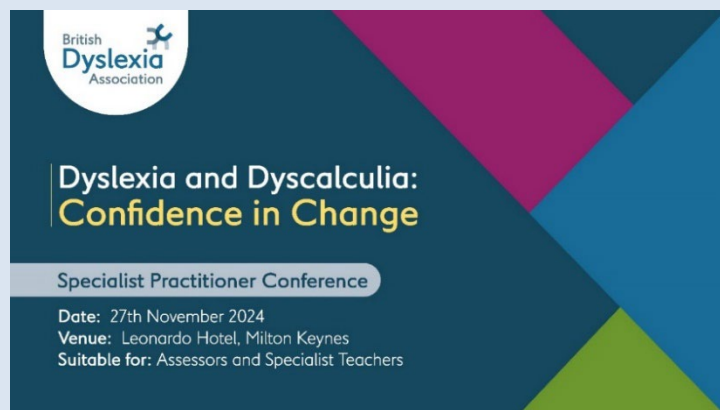
- Understanding Dyscalculia
- Teaching Strategies
- Assistive Technology
- Curriculum Delivery
- Q&A Session

Visit <https://lnkd.in/eMmBeBE8> to register now.

REMINDER:

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

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.



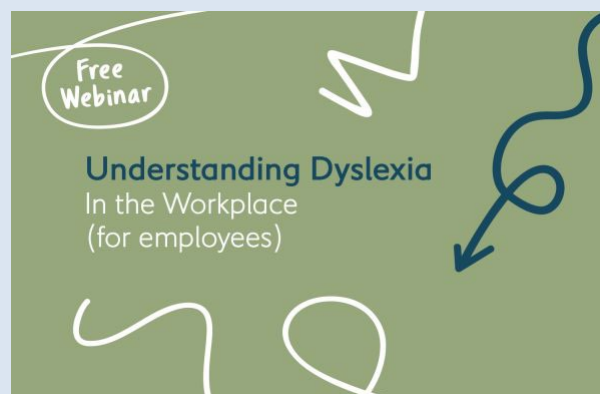
<https://www.bdadyslexia.org.uk/events/dyslexia-and-dyscalculia-conference-2024-confidence-in-change>

Free Webinar - Dyslexia Awareness for Workplace - understanding dyslexia (employees)

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




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 or watch the recordings particularly if the technology is being used or considered for use for a child or young person at your school.

Coming up soon:

- Thursday 14 November
Symbol support from SEN to Mainstream (Commtap)
- Thursday 21 November
Using CMPSR® and Arrownotes in SEN settings (Digit Music)
- Thursday 28 November
Supporting AAC to reflect language and culture in schools (Global Symbols)
- Thursday 5 December
Inspiration 11: A lifetime tool for users with neuro differences or cognitive
- Thursday 12 December
Voiceitt: Accessible Speech-to-Text to meet student's education goals

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



We've been hard at work behind the scenes planning for the UK's premier exhibition dedicated to neurodiversity

– The Neurodiversity Show.

Whether you're an educator, a parent, a workplace professional, or an individual, this show will provide valuable insights, resources, and support. We've got an incredible lineup of speakers, seminars, and new features tailored to help you navigate the world of neurodiversity with confidence.

[Register Now](#)



[Session 9 - 'My Neurodiversity Story' with Eric Cheung](#)

Check out the latest ANND (Adult Network: Neurodiversity and Dyslexia) session with fantastic dyslexia advocate [Eric Cheung](#), who shares his personal story about diagnosis, dyslexia, work and how the match of a supportive line manager can mean everything.

Watch the full interview with Eric and other great sessions on our YouTube channel below.
<https://lnkd.in/etXFWUM4>

To find out more about the Adult Dyslexia Centre visit their website: www.adc.org.uk

"Eric decided to change career at the age of 40, having spent 15 years working primarily in the luxury brand hotel industry. He now works as a Delivery Manager at Made Tech, a role that involves "conducting an orchestra" of different people to deliver successful digital tech solutions. Eric lives by the motto of "don't be afraid" and hasn't let his dyslexia get in the way of stopping him thrive in the dynamic world of tech."

Also, read his blog at: [Dyslexia, delivery management and me - Made Tech](#)

**Did you miss this Webinar Wednesday?
Don't worry, you can catch up now!**



[Webinar Wednesday: We need to have a word](#)

September means back to school and back to college, and if it's been a few months since you've had to use Microsoft Word, then you'd be forgiven for forgetting a few keystrokes.

If you are wondering how to return to efficient document management then please join us for this Webinar Wednesday session when our shortcuts guru Sight and Sound Technology's Sharon Lyons makes a welcome return to help us get comfortable with what Microsoft Word has to offer.

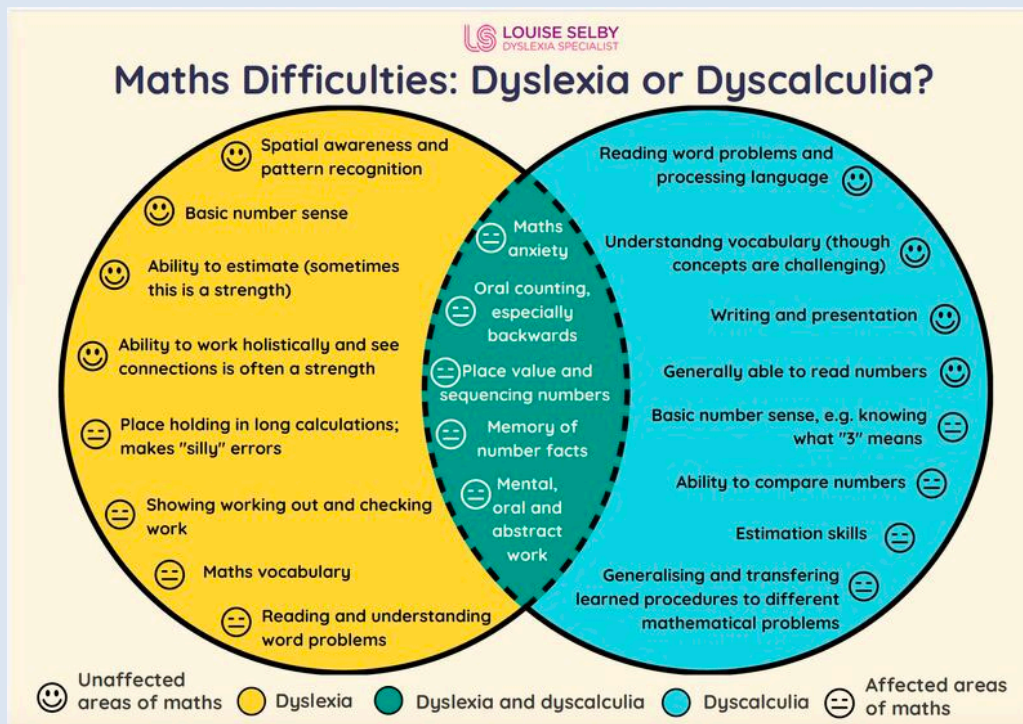
As well as talking about creating, editing and formatting documents, we look at some of Word's built-in accessibility functions and we'll remind you of the power of the text analyser, one of the JAWS screen reader's hidden gems.



SEND Resources for Educators

Enhancing student engagement is key to fostering a vibrant learning environment. I am thrilled to share with you some innovative strategies to encourage active participation from your learners. Explore these free resources to discover new ways to inspire and motivate your pupils and help them to thrive in their learning journey.

Resource Library: [Resources - Louise Selby Dyslexia Specialist](#)



Speech Language and Communication Difficulties

What is Typical Talk at Primary and Secondary School?

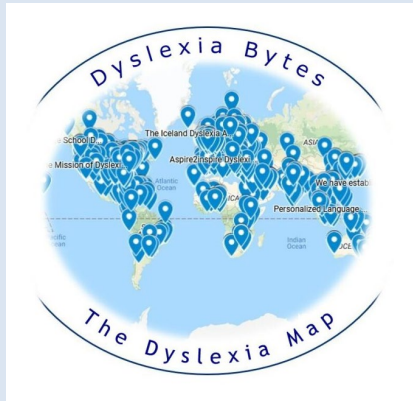
A checklist for teachers and Practical Classroom Strategies – all parts now available. [Get into Neurodiversity | Speech Language and Communication Difficulties](#)

The Human Cost of Dyslexia

The emotional and psychological impact of poorly supported dyslexia

The first seven sections of a brand new series of [FREE ARTICLES](#) on Dyslexia are now available.

The articles are free for you to download and print out. Collect them each week to make a complete booklet. You can share these articles with family, friends, clients, schools or other organisations to support a child or student in your care.



Dr Martin Bloomfield

Have you navigated the [#DyslexiaMap](#) yet?

[The Dyslexia Map - Dyslexia Associations Around the World - Google My Maps](#)

Dr Martin Bloomfield has created dyslexia infographics including this one on dyslexia-friendly teaching tips.

See many more at:

[Dyslexia Bytes About Dyslexia](#)

Top Tips for Teachers

1 Science
Make sure science is hands-on and memorable, not abstract and dry.

2 Art
Dyslexics are highly artistic. Try using art in class.

3 Music
Using music in class can help develop sequencing, coordination, and memory.

4 Maths
Maths formulas can be hard. But seeing geometric relations helps structural thinking.

5 Literature
Try graphic novels, e-readers, and audio books.

6 Languages
Languages can be fun. Make learning them multisensory and communicative. And don't forget to focus on phonology!

Dyslexia Bytes

Dyslexia fact sheet

This [free PDF download](#) from [The Week Junior](#) explains dyslexia to children in a bite-size, age-appropriate way.

It covers:

- What dyslexia is
- First-hand accounts
- Famous people with dyslexia

MAKING SENSE OF DYSLEXIA

All about dyslexia

Millions of people all over the world have dyslexia. What is it and how does it affect their everyday lives?

What is dyslexia?

Dyslexia is a learning difference that affects how the brain processes written language. It is not a reading problem, but a difference in how the brain works. People with dyslexia often struggle to read and write, but they are usually very smart and creative.

Famous people with dyslexia

- Talitha**: A young girl who loves to read and write. She has dyslexia, but she loves to learn.
- Liz Pichon**: Author of the Tom Gates series. She has dyslexia and she loves to write.
- Leonardo da Vinci**: A famous inventor and artist. He had dyslexia, but he was a genius.
- Dominic Wood**: A famous actor. He has dyslexia, but he is a very good actor.

What is it like to have dyslexia?

Some people with dyslexia say that the world is a jumble. They say that they have a hard time reading and writing, but they are usually very smart and creative. They say that they have a hard time remembering things, but they are usually very good at drawing and thinking.

PLEASE SEE THESE AMAZING ADDITIONAL FREE RESOURCES AT:
[Dyslexia Awareness Week – Best 2024 teaching resources - Teachwire](#)

The Open University supports launch of University of Dyslexic Thinking

[Laura Bandell](#) October 7, 2024

The Open University (OU) has collaborated with the charity 'Made By Dyslexia' to support the launch of [DyslexicU](#), a free online university that aims to promote 'a new school of thought' by teaching the principles of dyslexic thinking.

DyslexicU is hosted on the OU's *Open Learn Create* platform and offers a range of free courses designed to help individuals understand how dyslexic thinking works. Sir Richard Branson, who is himself dyslexic, is one of the key contributors and shares insights into how dyslexic thinking fuels entrepreneurial success.

The launch of DyslexicU, which took place in New York on September 24th to coincide with the United Nations General Assembly, was attended by Sir Richard, who has since used his global platform to promote the courses via [NBC News](#) and his Virgin networks.

With World Dyslexia Day approaching on October 8th, DyslexicU is continuing to gain global attention, furthering its mission to promote dyslexic thinking, inclusivity, and access to education—values that resonate with The Open University.

[Professor Kevin Shakesheff](#), **Pro-Vice-Chancellor for Research and Innovation at the OU**, added:

"This initiative is a great example of how The OU is supporting its vision of reaching 'more students with life-changing learning that meets their needs and enriches society'. As a fully inclusive university this remains at the heart of what we do and I am delighted to see that dyslexic thinkers such as Kate Griggs of Made By Dyslexia and Sir Richard Branson have embraced our Open Create platform to create this DyslexicU resource."

Liz Ponting, **Senior Corporate Development Manager at the OU who supported the project**, added:

"The OU's mission is to be open to people, places, methods, and ideas, making higher education accessible to all. Made By Dyslexia's mission is to teach the world the brilliance of dyslexic thinking and empower it in every home, every school, and every workplace. To enable this, they needed a platform that is accessible to everyone and aligned with their mission, and we were the perfect fit."

The launch of DyslexicU follows the release of the [Intelligence 5.0 Report](#) from Made By Dyslexia, which revealed that the skills inherent to dyslexics are among the most sought-after across all sectors and industries globally.

Founder of Made By Dyslexia, Kate Griggs, highlighted the growing importance of human skills in the age of AI:

"AI has fundamentally changed the type of human intelligence critical for success, making problem-solving, innovation, lateral thinking, and interpersonal skills the most valuable in every job, in every sector worldwide. These are all Dyslexic Thinking skills—and now, you can learn them at DyslexicU."

The launch event featured notable guest speakers, including Sir Richard Branson, HRH Princess Beatrice, and Dame Maggie Aderin-Pocock, a renowned space scientist and honorary doctorate recipient from The Open University. For more information about DyslexicU, visit www.dyslexicu.org or try out one of the free courses at DyslexicU [OLCreate: DyslexicU University of Dyslexic Thinking | OLCreate \(open.edu\)](#)

Workplace accessibility and AT - your stories



BATA recently asked its members to let us know how they were helping progress workplace accessibility through assistive technology. Read on for some of the uplifting stories.

TechEdology - Inspiration user case studies

"A game changer for a non-linear thinker - building confidence and reducing anxiety".

Read more at this link: <https://www.inspiration-at.com/case-study-building-confidence-and-helping-with-anxiety/>

A UDL 'whole campus' approach to Inspiration at the University of Leicester.

Learn more at this link: <https://www.inspiration-at.com/inspiration-for-the-workplace-ensuring-best-practice-and-consistency-across-teams/>

Glean - Beyond the barriers of handwriting

'Glean has helped Stuart overcome the difficulties caused by his dyslexia, making it easier for him to understand complex information and effectively participate in important situations where clear communication is key.'

Read the blog and watch the video at this link: <https://glean.co/resources/stuart-the-practical-learner>

ReadSpeaker - The Case for Digital Inclusivity, from the Classroom to the Workplace

"Today's learners become tomorrow's workforce, and digital inclusion can't stop with graduation."

You can read the full blog at this link: <https://www.readspeaker.com/blog/impact-of-digital-inclusivity/>

Brain in Hand - Personalised Coaching user case study

"With personalised coaching I've learned to embrace my unique strengths and navigate challenges with confidence...it's not just about overcoming obstacles; it's about celebrating every achievement along the way!

Read the full blog and watch the video and this link:

<https://www.braininhand.co.uk/resources/how-i-thrive-as-a-neurodivergent-student-with-personalised-coaching/>

TextHelp - DSA Connect mini-series webinar

The latest DSA Connect mini-series featured a Disability Advisory and Support Service Manager from the University of Manchester, an Assistive Technology Advisor from Heriot Watt University, and a Student Ambassador from the University of Greenwich. Together, they help you explore effective ways to create supportive environments that unlock the potential in every student.

Watch on-demand at this link: <https://www.texthelp.com/en-gb/resources/webinars/dsa-connect-webinars>



[Touch typing and spelling program. Gets children typing fast!](#)

[Practice sentence construction, conjunctions, and punctuation](#)

Touch typing and writing programs for children aged 7+.

Use code SMARTNESSY at checkout

Celebrate [Pre-Black Friday](#) with Nessy and grab 40% OFF ALL HOME learning programs!

Use code 40EARLY at checkout

[↓ Save 40% OFF These Nessy Learning Programs ↓](#)

Teaches the Foundations of [Number Sense, Addition, and Subtraction](#)

A [Structured Phonics Reading Program](#) with [Decodable Books](#)

[Structured Literacy](#) for [Reading and Spelling](#)



Free legal guides and resources available to support you.

Our website covers a wide range of topics, including:

- [SEN support at school](#)
- [EHC plans](#)
- [Appealing to the SEND Tribunal](#)
- [Annual reviews](#)
- [Exclusions](#)
- [Transport](#)

We also have [23 free template letters](#) that you can download and customise to suit your specific circumstances.

For more insights, you can also listen to Alex Stafford from our legal team on the [SEND Parenting podcast](#), where she recently discussed IPSEA's services and addressed some common issues faced by parents and carers.

[Access our FREE legal guides and template letters](#)

Patoss Ltd

Dyslexia Assessment: Processes, Paperwork, and Practicalities for Parents by Helen Ross offers valuable guidance for parents and teachers on recognizing dyslexia, navigating diagnostic assessments, and addressing gaps in England's SEND policy.

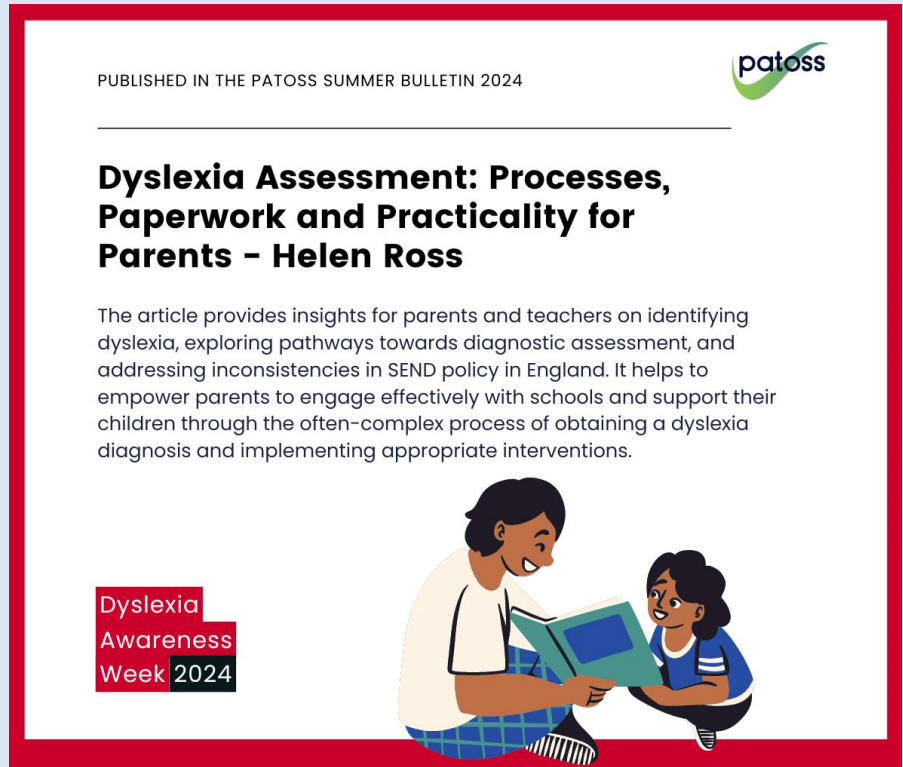
The article highlights the role of Specialist Assessor reports and teacher perspectives in contextualizing a child's experiences.

It aims to equip parents with practical advice on

identifying dyslexia, understanding the assessment process, and engaging effectively with schools to support their children in obtaining a diagnosis and implementing interventions.

You can access the full article via our website at:

<https://www.patoss-dyslexia.org/.../patoss-celebrates...> or please see our [#linkinbio](#)



NAO: The Government has no clear SEND plan and should consider “whole-system reform” to incentivise mainstream inclusion

An inquiry by the National Audit Office has found the Department for Education has no clear SEND plan and should consider “whole-system reform” to incentivise mainstream inclusion.

Catrina Moore and Matt Keer break the report down for you...

[NAO: The Government has no clear SEND plan and should consider “whole-system reform” to incentivise mainstream inclusion - Special Needs Jungle](#)

We are excited to announce that Nessy will be featured in one of the most ambitious and authoritative books of 2024 – "The Commonwealth at 75".

We are proud to support the Commonwealth's vision for inclusive education, and we look forward to continuing our mission for years to come.



[Read more about Nessy and Commonwealth at 75 on our blog here.](#)

[Neurodiversity 101: Reveal it all... good idea... or not?](#)

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

I asked... you answered.

We often say be open, be your authentic self... and all will be well but when I asked the question I did not get a clear picture that this was a good idea. The term we use is disclosure and often one I feel uncomfortable with as it certainly sounds like you are hiding something.

[disclose \(v.\)](#)

late 14c., *disclosen*, "to uncover and expose to view, open to the knowledge of others," from Old French *desclos* "open, exposed, plain, explicit," past participle of *desclore* (Modern French *déclore*) "open, break open, unlock, reveal," from *des-* "opposite of" (see [dis-](#)) + *clore* "to close" (see [close](#) (v.))

What did people say and what were their experiences?

Fear of negative consequences

Many contributors expressed a common fear of negative repercussions if they disclose their neurodiversity during the job application process. This concern stems from experiences of bias, discrimination, and being undervalued.

- **Example 1:** One individual mentioned not disclosing unless directly asked due to past experiences of being treated differently.
- **Example 2:** Another highlighted facing preconceived notions that overshadow actual skills, leading to underestimated expectations.
- **Example 3:** One person states that disclosure has closed many doors in the past, influencing the decision not to disclose when urgently needing work.

Strategic non-disclosure

A prevalent strategy among neurodivergent individuals is to withhold disclosure until they are securely employed. This approach is seen as a ... [Keep reading on LinkedIn](#)

Why do we still need a Dyslexia Awareness Month?



In case you've somehow made it this far through October without noticing, that means all over the world, students with dyslexia, their classmates and the educators who support them are coming together to really focus on everything from accessibility and inclusion to success stories of dyslexic excellence. We've loved seeing the celebrations, and everybody Going Red for Dyslexia so far!

...But there is one question that keeps cropping up again and again.

Do we really still need a Dyslexia Awareness Month? Shouldn't awareness be year-round? Or is it a bit of a relic, from a time when accessibility, inclusion and understandings of neurodiversity were nowhere near as prominent in the educational narrative, and progress had far further to go?

Because everybody loves a numbered list, we've put one together on just why we think this global event is vital opportunity for the global dyslexia community, and especially for children and young people.

1. Social stigmas against dyslexia still exist.

Unfortunately, dyslexia's been subject to no shortage of weird hearsay over the years, and some of it still persists. The biggest is that dyslexia is tied to intelligence, and that students who have dyslexia simply aren't smart and are *destined* to get low grades. It's just not the case, especially with the right reading support— but enough people still believe it for it to still be a problem, especially when it comes to classroom whispers, which can lead to low self-esteem and low confidence in academic abilities.

2. It's also an opportunity to bust some of those myths!

How about a dyslexia mythbusting assembly or plenary activity this week? Children and young people are some of the most susceptible to these kinds of falsehoods. Think about busting common playground myths like...

- ✗ Having dyslexia means that you're not that smart
- ✗ Using reading support is the same as cheating
- ✗ Dyslexia is contagious
- ✗ Dyslexia is made up!

3. Sometimes it's nice to feel seen.

If you're a student with dyslexia, knowing that you've got a whole global community vocally rooting for you and believing in your skills is... pretty confidence-boosting, actually.

4. It raises the profile of the dyslexic experiences we don't talk about as much, too.

What's it like having dyslexia, but struggling with other aspects of learning that aren't reading and writing? What about having dyslexia and being BAME, or having dyslexia and co-occurring neurodiversities, or having dyslexia and being trans? Dyslexia Awareness Month's focus on individual stories means that these vital narratives get amplified, and it helps dyslexic children and young people in these scenarios feel seen, feel less alone, and more likely to reach out for support if they need it.

5. It's an important fundraising opportunity!

Whether it's for a local cause, reading support supplies or your local Dyslexia Association, Dyslexia Awareness Month is a huge fundraising opportunity. Many schools and colleges have a non-uniform or themed dress day, and some people even take part in challenges to raise a little cash for a good cause.

6. When we all move together, visibility massively increases.

Think of a falling leaf. When one floats across our path on an October stroll, we're not that likely to notice. But when a hundred, or a thousand leaves all go skyward together, then that's when we look up and start paying attention. The same is true of awareness activity: when we all post, start talking and start creating together, that's when the world outside the neurodiversity community starts seeing the message too, and that's how prevailing social opinions change, those first narratives about dyslexia that children and young people learn shift, and inclusive change happens. That's why having a month to bring that focus together is important, because whilst awareness needs to be year-round, a rallying point is a vital amplifier, too.

But do you think we still need a Dyslexia Awareness Month?

[How dyslexia changes in other languages - BBC Future](#)

Writing in English can be a challenge – even if it's your mother tongue.

“Children who speak languages as diverse as Welsh, Spanish, Czech, Finnish and many others, learn to read more quickly than English-speakers.”

“Welsh children can read more words in Welsh than English children of the same age can in English. In Finland, most children can read within a few months of starting school, while it takes English-speaking children much longer. A study comparing children learning to read in English, Spanish and Czech found that reading skills in the latter two languages soared soon after the start of instruction, while the English-speaking children progressed more slowly.”



Our research found that women and girls in Scotland are being identified on average at least two years later than men and boys. We must identify dyslexia when they are younger to ensure that their potential isn't lost.

Dyslexia Scotland recommends that all teachers receive mandatory dyslexia training to understand the identification process and support dyslexia from the earliest age possible.

Download the full report:

[Towards a dyslexia-friendly Scotland? | Dyslexia Scotland - Dyslexia Scotland](#)

[Listen to my interview with Dale Pickles \(SENDCAST\) busting 10 myths about dyslexia](#)

What has chocolate for breakfast got to do with dyslexia?

I was thrilled to chat again with Dale Pickles from SENDcast as we tackle some of the most common myths surrounding dyslexia. There's a significant debate about whether dyslexia even exists, and it's concerning that many educators and parents still lack a clear understanding of it. A shared understanding could lead to better support for students, ultimately focusing on providing high-quality teaching.

In this episode, we debunk 10 Myths about Dyslexia, including:

1. Dyslexics see letters move on the page and reverse letters.
2. Dyslexia friendly teaching means using coloured paper and overlays.
3. Dyslexia is linked to intelligence.
4. Good readers can't have dyslexia.
5. If you just knuckle down and work a bit harder it'll go away.
6. Anyone who has the money to pay for a private assessment can get the label.
7. Dyslexia means you get extra time in exams.
8. Reading and spelling intervention for dyslexics is different and requires specialist training.
9. All dyslexics are creative and visual thinkers.
10. All dyslexics are good at seeing the bigger picture and thinking outside the box.

[Read full blog](#)

[Online literacy intervention programmes: how do I choose?](#)

[Read full blog](#)

[Join our community](#)

Facebook Group for Parents

If you're a parent wanting to connect with others and get resources and advice from me, have you considered joining my Facebook group for parents?

[Facebook Group for Parents](#)

There are lots of articles in the Dolphin Blog surrounding the benefits of accessibility and the ways it impacts reading and learning for students with dyslexia, vision impairments and other additional needs which impact their ability to read traditional paper books.

Read our latest blog to find out how introducing accessible reading to your school will benefit your students' ability to read independently.

[Read New Blog](#)

The SENCo's Secret Weapon

Reading can be difficult for many young people - especially those with vision impairments, dyslexia, other SEND requirements - but what are the alternatives to print?

[Read Blog](#)

How Accessible Libraries Help

Learn more about how accessible libraries help children and young people study. With information on how to access these free resources, and where to find them.

[Read Blog](#)

How Accessible Books Enhance Learning

Read this guest blog by Rochelle Davis from RNIB Bookshare Education Collection and learn how this accessible book library provides equal access to learning.

[Read Blog](#)

Accessibility for Inclusive Classrooms

The positive impacts of inclusion for children with print impairments. Find out how accessible reading enables students to learn and enjoy books their way.

[Read Blog](#)

Read and Succeed

It's coming to the end of Dyslexia Awareness month, so to keep the ball rolling, here are a range of resources which we hope might help you support your dyslexic students.

[Dyslexia Resources](#)

Educators Guide to Assistive Tech

We are delighted to offer this guide to all UK educators. It's free to download, read, print and share.

Use this guide to explore ways you can find the right technology to improve accessibility, so your students with vision impairments can read and learn independently.

[Request Guide >](#)



[5 reasons exam officers are championing assistive tech!](#)

It's inevitable that technology will play a larger and larger part in how we make exams happen. Although there are reservations in some quarters and a real need for us to ensure that tech gets leveraged fairly and in a way that makes exam success accessible for all, it's a great thing.

The [National Office of Exams Officers](#) (NAEO) strongly encourages the use of technology in exams wherever it achieves three key objectives:

- ✓ Reducing the administrative burden placed upon exams officers
- ✓ Assisting candidates in achieving their academic potential (whilst adhering to JCQ and other awarding body regulations)
- ✓ Maintaining and strengthening the integrity and security of the exam process.

During the 2022/2023 academic year, 121,300 candidates were granted approval for the use of a reader, whilst 46,735 were given access to a scribe or speech recognition technology. The approved cases for a reader have increased by 27%, and for that of a scribe by 13% since the 2018/19 academic year.

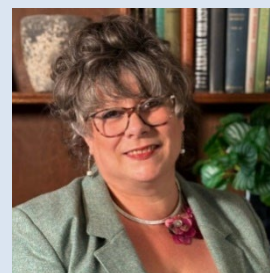
These large— and growing— numbers of students are why it's so important we get it *right*. Let's dive into what the experts said!

Read on at [5 reasons exam officers are championing assistive tech!](#) for NAEO's top 5 reasons why exams officers should be encouraging the use of assistive technology in their centre this term, and especially why they should be encouraging the use of exam-ready reading pens like [C-Pen Exam Reader 2](#) in the delivery of reader-based and scribe-based support.

Julia Clouter – DfE Expert Advisor – What Does That Mean?

September 9, 2024

In June of 2024 I applied to the DfE as part of STA-0326 Inclusion Experts Framework 2024 – 2026. This was a tender that was advertised through the Skills Funding Agency.



I applied for the position because I had been working with a small group of experts including Carol Allen and Helen Simon on an advisory document called 'No Red Flags'. We aimed to create a document that would help guide the sharing of more transparent information about access arrangements by the STA, particularly for those managing the Key Stage 2 SATs tests.

From my conversations with teachers, I understood that one of the significant problems that needed to be addressed was the lack of confidence in understanding what access arrangements and fair accommodations might include. I realised that even where a good understanding of accommodations was evident, there was a lack of confidence to apply them in the SATs tests because the advice provided lacked clarity and was without modelling.

Through the fantastic connections of the No Red Flags group, we met with the STA leadership team and shared our concerns in early June. The team, led by Sally-Ann Ali listened and suggested that we consider applying for the role of STA advisor. I applied through the tender process and am pleased to say my application was successful. I was offered and accepted the job of STA advisor for two specialist areas, SEND and Language and Communication.

The STA inclusion review process was instigated to ensure STA test materials are accessible to children with a wide range of SEN, and the expert panels were chosen to represent the diversity of our society to avoid bias and be free of stereotypes. The group were selected from applicants who could demonstrate significant knowledge and experience of working with children with a broad range of sensory and learning disabilities, including Special Educational Needs and Disabilities (SEND), visual impairments, hearing impairments, dyslexia, dyscalculia, autism, behavioural and language development and English as an Additional Language (ELA) to ensure that the STA test materials presented do not pose unfair challenges to children with protected characteristics.

What the Standards and Testing Agency (STA) were looking for, as an executive agency of the Department for Education (DfE), was a pool of inclusion experts with a range of specialisms to ensure that the Key Stage 1 and Key Stage 2 tests it develops are inclusive and accessible for all. The tests include the Reception Baseline Assessment, Year 1 Phonics Screen Check, English Reading Test (Key Stage 1 and Key Stage 2) and Mathematics test (Key Stage 1 and Key Stage 2).

I applied for the job of Inclusion Expert because I wanted to advocate for the changes I know will increase the likelihood of equitable testing and to be a voice for learners who have not been represented in the test design or process of testing.

In addition to this role being an advisory opportunity, it is a listening and networking opportunity. Through LinkedIn, I have already been messaged and approached by teachers, governors and authors of educational books guiding me towards information and knowledge that they would like to ensure is represented.

If you would like to contact me to share your thoughts and concerns about what needs to change or be improved, I hope that you feel that you can. This is one of the few times that I can be a conduit for teaching professionals and whisper into the ears of the decision-makers.



[6 Tips for Dyslexia Awareness Month | EPS Learning](#)

Every year in October, people around the world recognize, honour and celebrate the dyslexia spectrum with Dyslexia Awareness Month. In [this article](#), we touched on the reasons for observing this month, looked at some official definitions of dyslexia, and highlighted the science of reading-based instruction that best supports students with dyslexia. So here, we'd like to focus on six helpful tips for improving your dyslexia awareness, in October and throughout the year.

1. Remember the complexity of seeing life through the lens of dyslexia.

Around 20% of the population lives with dyslexia, a neurobiological condition that impairs reading abilities. With respect to reading, dyslexia could be referred to as a learning disability, but with respect to many other things in life, dyslexia could be considered an advantage. Sometimes called a disorder or disability, other times called a gift or simply a difference, and existing on a spectrum, dyslexia is part of the brain's visual, phonological, and language processing capabilities. Individuals with dyslexia often exhibit strengths like high intelligence, creative problem-solving, and spatial awareness skills, while they may struggle with identifying speech sounds (phonological awareness); connecting sounds to letters and words (spelling and decoding); and reading comprehension, accuracy, and fluency.

More than half of all NASA employees are people with dyslexia. NASA seeks out these individuals for their excellent problem-solving and spatial awareness skills.

2. Be sure you're not making incorrect assumptions about dyslexia.

Let's set the record straight by debunking four of the major myths surrounding dyslexia:

- **Dyslexia isn't a sign of low intelligence.** NASA goes out of their way to hire people with dyslexia, who are often highly intelligent and effective problem-solvers. People

with dyslexia process visual information differently than non-dyslexics, enabling them to be especially skilful when working with 3D and spatial information, which is why they make up more than 50% of NASA's workforce. Children with dyslexia also tend to excel with understanding patterns, applying logical reasoning, and performing as critical thinkers when asked to solve problems or conduct analysis.

- **Students with dyslexia aren't lazy or unmotivated.** In fact, they often have to work even harder than their peers, since their brains function in a different way than non-dyslexics. Children with dyslexia may sometimes struggle to adjust to the typical classroom, but they tend to channel their curiosity and interest wherever they can and seek out ways to use their talents elsewhere, from music, art, or dance to science experiments, engineering projects, or inventing new tech. Many brilliant, famous, successful, and accomplished people have dyslexia.
- **Dyslexia isn't rare.** It's estimated that **1 in 5 people** have some level of dyslexia, and that number may be higher, since testing and assessment for dyslexia remain the exception rather than the norm. It's also the #1 cause of reading difficulties and struggles.
- **Dyslexia doesn't predict failure.** While there may be no way to "cure" dyslexia (which is actually not a disease that needs curing but a different way of learning, perceiving, and interacting with the world that needs appropriate support), **all students with dyslexia can learn to read successfully** with time, encouragement, and the right reading instruction. Early assessment and intervention lead to the best outcomes, but it's never too late for anyone with dyslexia to get the support they need. In fact, students with dyslexia are more likely to come up with innovative solutions, and there are many cognitive benefits to having dyslexia that can lead to great success if allowed to flourish.

3. Don't minimize the importance of explicit phonics instruction—it's essential for all readers, and especially necessary for students with dyslexia.

Scientists are still learning new things about dyslexia and about the human brain, but dyslexia's effect on reading difficulties seems to be due to differences in sound processing. Reading is a complex skill that doesn't come naturally and must be learned; children with dyslexia function with brain circuitry that processes sound differently, and therefore requires methodical phonics instruction. When teachers skip phonics with the assumption that students will just pick it up naturally, they set students up for failure, dragging students with dyslexia far behind their peers and potentially leading to major problems in life. Children with dyslexia often suffer from depression and anxiety, as a result. This suffering is unnecessary: early interventions with Structured Literacy can help enormously, giving students with dyslexia what they need to succeed. With the proper instruction, most children with dyslexia can learn how to read at the level of their peers.

4. Actively support students with dyslexia.

- **Utilize instruction based on the science of reading** by implementing Structured Literacy and the Orton-Gillingham approach, following an individualized diagnostic teaching plan.

- **Help them learn to read** in a way that's aligned with the way their brains function. From using letter/sound flash cards to multisensory learning techniques, try any activity that engages auditory, tactile, visual, or even taste-based senses.
- **Keep any written instructions simple** and ensure students understand anything assigned in writing.
- **Allow extra time for assignments**, so students with dyslexia don't feel extra pressure to rush their work. They may work very hard on an assignment and still struggle to complete it on time.
- **Maintain consistent daily or weekly routines** so students with dyslexia know what to expect.

Pro tip: Give students with dyslexia extra quiet time, since outside stimulation can add to difficulties for students with learning disabilities. Students with dyslexia are already working harder with their brains to read than non-dyslexics, so anything that makes it harder for them to focus can be detrimental to their success. Allow them to go to the library or use a quiet corner to do their work. Eliminate external stimulation to help them feel less overwhelmed. Do anything you can to help them turn their weaknesses into strengths.

5. Get involved.

Share information about dyslexia and discuss it openly. Print out fact sheets about dyslexia for your library or school to share with parents or post on bulletin boards. Share helpful information on social media. Wear red on October 15, World Dyslexia Day. Volunteer for an organization that supports dyslexia or helps people with disabilities. Read for audiobooks. Donate money to schools or families who can't afford intervention services. Attend dyslexia events. Engage in conversations about dyslexia with the people in your life; many people don't even know about dyslexia, so you might help someone understand their children's struggles better, or their own. Keep students with dyslexia (and all different or gifted young people) safe from bullying or intimidation and intentionally protect them from mistreatment or abuse.

6. Prioritize early detection and early intervention.

Educators are the best people to discover early signs of learning differences like dyslexia. Early detection and intervention give children the support they need to become successful readers. When educators recognize dyslexia-related problems, they're empowered to provide extremely beneficial assistance when it's most crucial. Look for things like: problems with phonemic awareness, working memory issues, inconsistent spelling errors, feeling nervous or anxious about reading, or trying to avoid reading completely – all indications that a dyslexia assessment is strongly advisable. In response to dyslexia detection, educators should do everything they can to support and encourage students with positive reinforcement, preparing them for success while implementing a range of necessary intervention techniques to help these children overcome many difficult obstacles with confidence.



From Struggles to Strengths: Embracing Dyslexia in the Corporate World

8 October 2024

As we mark Dyslexia Awareness Week this October, it's an important time to reflect on the challenges and successes of those with dyslexia.

The week offers an opportunity to highlight inspiring stories like Philip's, which showcase the resilience and resourcefulness of individuals who thrive despite their challenges. It's also a chance to promote better understanding, encourage inclusive practices, and support the millions of people living with dyslexia.

Case Study: Philip Mitton, from Bournemouth

Philip Mitton was recently diagnosed with dyslexia at the age of 50, prompted by his daughter's diagnosis just months earlier.

The formal assessment suddenly made sense to Philip, who had struggled throughout school and left with only a small number of qualifications and did not progress into further education.

Despite this, he has worked hard to climb the corporate ladder in the financial services industry – spending the last 15 years in senior roles in tier-one banks – and today he is a Business Change Portfolio Director for HSBC.

He reflects:

“If I look back over my life then I know the signs have been there throughout. I left school with very little in the way of GCSEs. The backdrop to this was my sister was a straight-A student.

“These days, I have to deal with really quite senior people in my organisation and I got picked up a couple of times last year about my written presentations which were full of typos. It left me feeling uncomfortable and I thought I needed to know one way or another.

“To get here, I've had to fight tooth and nail. I've always been up against people with Masters degrees and well-educated university folk. It's been hard. Up until recent years, I've never been a confident person. I've always been anxious about am I good enough? It was a question I used to ask myself a lot. That eventually turned around into 'no one's going to tell me I'm not.'”

Since diagnosis, Philip has been helped in his journey by Perfect Support, through a series of assessments and one-to-one workplace wellbeing coaching strategies tailored to helping

employees stay productive and employers identify neurodiversity and offering the right sort of support.

Helpful solutions for Philip have ranged from computer tips such as colour-coding documents; enlarging the cursor size on screen; using double spacing between lines and numbers rather than bullet points; mind mapping for a better overall understanding of what dyslexia is; effective planning and reviewing; and a discussion around hybrid working.

He said:

“When I received the diagnosis I went through a range of emotions. The first one was, I knew it. I’m glad I’ve pinned it down. The second one was more of anger really. I was quite angry about having been through all the struggles I’d been through. And then I went through a period of feeling quite emotional about the whole thing really and I wanted to tell the world that I’m dyslexic.

“I was told, yes, you’ve got dyslexia, I’ll send you a full report, the irony that these people would send a dyslexic person a 30-page report to read was not lost on me!

“I think the other thing about receiving this diagnosis so late in life, was just to understand dyslexia and what actually it means to be dyslexic. That helped put it into context and enables me going forward, to identify things which I now know are linked to dyslexia. It’s helpful to have these indicators.”

Far from seeing the new diagnosis as a ‘label,’ Philip feels empowered to move forward with the rest of his life with a fresh perspective. Through the coaching, he has also learned to embrace his key strengths, often referred to as ‘superpowers’ associated with being neurodiverse – in his case, problem-solving.

He said:

“I’m very good at looking at things in a different way. Even in my personal life, friends will just come to me for that different perspective. I’m also a wily old cat, very creative and what I lack in written ability I make up for in resourcefulness!

“The impression is that dyslexia is very much overlooked in the workplace and it’s not really a thing. But I genuinely believe there is less of a stigma now. We’ve come a long way. For my daughter’s generation, it’s a much better time to receive that diagnosis. There’s a much better understanding and acceptance.”

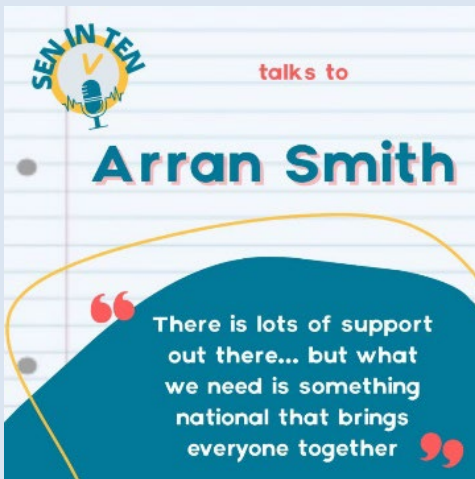
But what advice would he offer to other dyslexics newly diagnosed in later life?

He said:

“Take time to process the diagnosis and understand what help and support is available to help make life easier. And secondly, it’s not all bad. There are some things that we do that other people won’t even contemplate or understand. Embrace it. Play to your strengths. It’s not necessarily the end of the world.

“This has been quite an emotional experience for me. It’s made me go back and reflect more and to go from leaving school with no useful qualifications to having a senior leadership role in a global organisation like HSBC is something I’m proud of.”

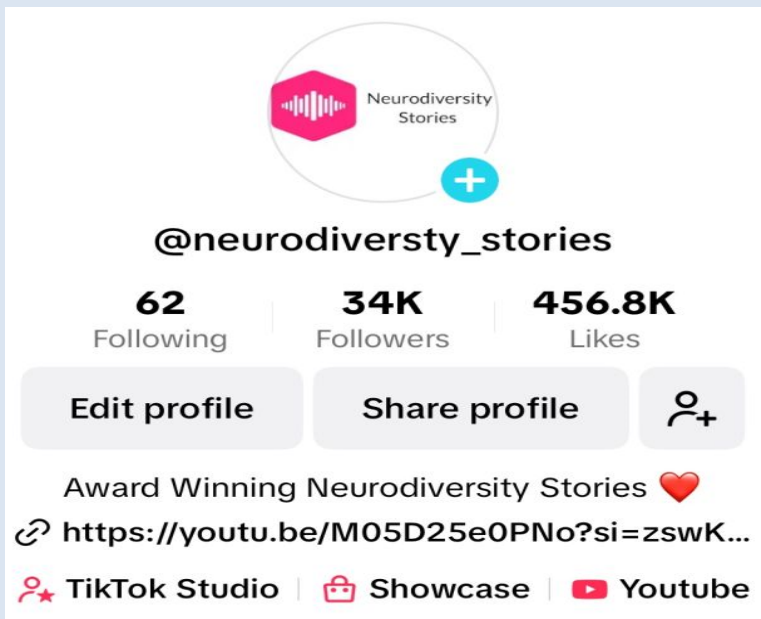
Read on for complete article at: [From Struggles to Strengths: Embracing Dyslexia in the Corporate World | Charity Today News](#)



Sen in Ten

Listen to the latest episode of the SEN in Ten podcast where our host [Darren C.](#) speaks to [Arran Smith](#), founder of [SEND Group Ltd.](#)

Click the link to listen: <https://ow.ly/loA450TA9R5>
You can also listen on Spotify and Apple Podcasts



Darren Clark

Two videos reaching a total 7.1 million Views.

This is the power of Neurodiversty.

We all have a story to share and humbled by the amazing community that have helped grow this channel.

Please do check out our [Neurodiversity Stories](#) Tik Tok channel.

Please click on the link: https://lnkd.in/eZKc_k2z



Kate Griggs

"It's packed full of everything you need to know about the world's most sought-after skill. Plus, it comes with a brand new chapter to help you tap into the limitless potential of your [#DyslexicThinking](#)

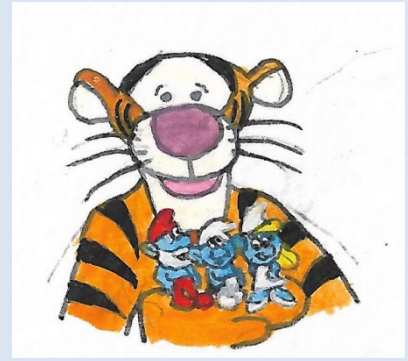
Download it here: amzn.to/4eSg54H

Bill Gates



"I failed in some subjects in exam, but my friend passed in all. Now he is an engineer in Microsoft and I am the owner of Microsoft."

**#succeed
with
dyslexia**



[Jo \(Dyslexic Life with Jo Rees\) Rees | LinkedIn](#)

Aren't dyslexic brains, crazy and clever all at the same time...

My daughter loves an innocent smoothie! She has told me many many many times which colours she does and does not like! Yet every time I'm in the shop, I can literally never remember this! I generally buy a pink one because I'm pretty sure she likes strawberries and I feel like pinks a safe bet!

So tonight I asked her again which colour smoothies it is that she does and doesn't like!

'Mum for the hundredth time it's the blue one and the orange one that I don't like, but like all the rest!'

So straightaway, I was like that's cool 'Smurfs and tiggers!'

My daughters response was 'Mum what are you going on about?'

I just said well, next time I'm in the supermarket looking along the row, trying to work out which ones you don't like, I'll remember Smurfs and Tigers, blue and orange, and I won't buy those!

We both laughed out loud!

How crazy is that? I can't remember the words orange and blue, but I can remember a picture of a Smurf and Tigger!

Like I said, dyslexic brains, crazy and clever all at the same time!

INTRODUCING MY BRAND NEW WEBSITE

Every Thursday

Don't forget to tune in to Jo's Weekly podcast
- Dyslexic Life With Jo Rees that has an exciting new guest each week.

[Listen to the podcast here](#)

Dyslexia Awareness Series

Welcome to our Dyslexia Awareness Series – a collection of real and raw stories that shed light on the many facets of dyslexia, told from different perspectives. This series, released weekly starting 1st October in line with National Dyslexia Week, aims to raise awareness, break down misconceptions, and offer support to those affected by dyslexia.



Join us as we delve into personal journeys of diagnosis, the challenges of education, the impacts on mental health, and ultimately, the path to success in both personal and professional lives. Whether you're a parent, educator, or someone with dyslexia, these stories will resonate with you and help foster a more inclusive understanding of this common learning difficulty.

[Part 1 - Decoding Dyslexia - Dyslexia](#)

[Part 2 - Decoding Dyslexia - Getting Diagnosed](#)

[Part 3 - Decoding Dyslexia - Parenting](#)

[Part 4 - Decoding Dyslexia - Experiencing Education](#)

[Part 5 - Decoding Dyslexia - Dyslexia and Mental Health](#)

[Part 6 - Decoding Dyslexia - Employment and Finding Your Path](#)

New episodes every week! Future episodes:

Part 7 - Decoding Dyslexia - Dyslexia Success Stories

Part 8 - Decoding Dyslexia - Dyslexia Adjustments

Part 9 - Decoding Dyslexia - Teaching

Part 10 - Decoding Dyslexia - Realising the Dyslexic Advantage



[Mary Wilcox](#)

For World Dyslexia Day I want to be very honest about how my dyslexic brain affects me and most importantly, that there are just as many positive traits.

I can't decide whether the positives are actually dyslexic ways of thinking or I'm just really lucky.

I am dyslexic so:

- I am a very slow reader.
- It takes me ages to write content
- I type different words to what is in my head.
- My spelling and grammar used to be very bad but 17 years of teaching sorted that out!
- It has to be silent for me to process text and I can't read for longer than 15 minutes without feeling tired.

But

- I can explain things really clearly
- I'm good at simplifying information
- I can communicate very well. Sometimes a bit too well!
- I'm organised
- I'm creative and often think up new ideas

[17 Famous People with Dyslexia: Inspiring Stories of Triumph](#)

Dyslexia, a learning disorder that affects reading and writing skills, is a challenge that millions of individuals face worldwide. However, it is important to remember that dyslexia does not define a person's potential or limit their abilities. In fact, many famous people have battled dyslexia and used their unique strengths to rise above societal expectations.

In this blog post, we will delve into the inspiring stories of famous people who have not only overcome dyslexia but also achieved immense success in their respective fields. Their journeys serve as a reminder that with determination, perseverance, and the right support, anyone can conquer obstacles and fulfil their dreams. Let's explore the lives of these incredible individuals who prove that dyslexia is not a barrier to success but rather a catalyst for resilience and innovation.

From authors to actors to film directors, these famous people with dyslexia have proven that their dyslexia is not a barrier to success but rather a catalyst for resilience and innovation. So, let's take a look at some of these remarkable individuals and their inspiring stories.

Read on using this link: [17 Famous People with Dyslexia: Inspiring Stories of Triumph](#)



Jo is one of 3 dyslexic sisters, she shares her dyslexia story and how proud she is of all their achievements.

I was 16 years old at it was at college when I was studying health and social care. Secondary school was challenging filled with constant low confidence in my academic abilities and misunderstanding from teachers.

I am one of three girls and shared the challenge of dyslexia with Selina and Cheryl making me one of three triplets. My mum and dad fought hard to get us the help and support we needed but more importantly, they loved us unconditionally, believed in us, and measured us as humans, not just an exam result or certificate!

[Read more here](#)

[#DAW24 Gill Mulroe #MyDyslexiaStory - YouTube](#)

Gill Mulroe openly and honestly shares her [#MyDyslexiaStory](#) with us in this short piece (5 minutes).

Diagnosed later in life, Gill explains how she was labelled at a young age but has learnt to work with the struggles and challenges of [#dyslexia](#) and is now thriving in her career. [#dyslexiaawareness](#) [#daw24](#)





Your voice matters

Find out about other people's experiences living with dyslexia and co-occurring differences.

More than 50 stories have been published on the BDA website at [Your voice matters](#)

Kate Griggs

What do **ALL** these people have in common?

- ➔ Steve Jobs
- ➔ Muhammad Ali
- ➔ Erin Brockovich
- ➔ Eleanor Roosevelt

They were all dyslexic and each one used their Dyslexic Thinking to transform the world we live in.

But what makes dyslexics such powerful changemakers?

Find out by taking our 1-hour course, Changemakers & Activism on the DyslexicU - a new school of thought that teaches the intelligence the world needs now.


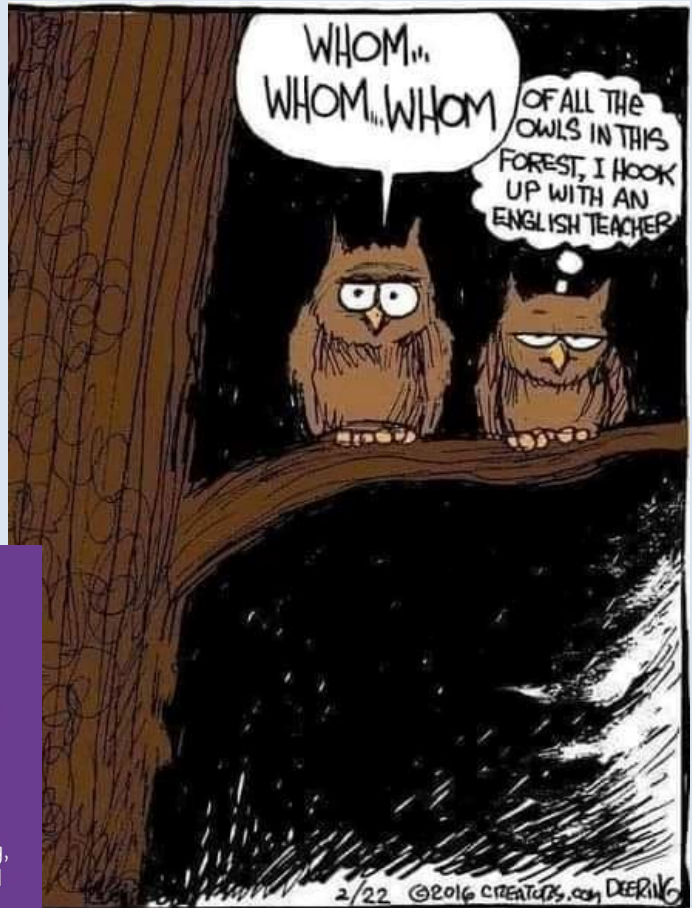
Learn more and enrol FREE at www.dyslexicu.org

And finally . . .



Awareness days spark important conversations, but real progress happens when those conversations continue year-round.

Access to assistive technologies is a human right.



Matt Higgs
VP Global Solutions,
Randstad Enterprise

“ From engineering, to marketing, to AI computing, the most commonly needed skill is complex problem-solving. Dyslexics have this in abundance. Put simply, dyslexics have the most sought-after skills in the world. ”

#MadeByDyslexia

MADE BY
DYSLEXIA

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WDA details - see our [flyer](#)



[Wiltshire Dyslexia Association](#)

[Wiltshire Council Dyslexia Leaflet 2023](#)

[British Dyslexia Association](#)

[BDA Guide for Parents](#)

[BDA Employers Guide](#)

[BDA Employees Guide](#)

[Resources - British Dyslexia Association](#)