

## REPORTING ON DYSLEXIA AWARENESS MONTH

### BDA New Report:

## “Set up for somebody else”: It’s time to fix the education system for young people with dyslexia

Our new report **‘Set up for somebody else’: Young people with dyslexia in the education system’** launched the start of Dyslexia Awareness Week and it paints a worrying picture of school life for young people with dyslexia.



### The reality for young people with dyslexia

Too many children feel misunderstood, overlooked, or singled out at school.

- Seven in ten say dyslexia has made them feel bad about themselves.
- Six in ten hide their dyslexia.
- Six in ten report being teased or bullied because of it. Almost one in five do not have access to assistive technology at school.
- Nearly eight in ten believe people assume they are not clever because they have dyslexia.
- Over one in three describe school support as only ‘fair’ or ‘poor’.

This isn't just about education - it's about confidence, self-esteem, and futures being held back.

### Inequality starts before school doors even open

Getting a formal dyslexia diagnosis often determines whether a child can access the support they need. But family income is a huge barrier:

- 90% of children in households earning over £100,000 have a formal diagnosis.
- Only 43% of those in households under £30,000 get diagnosed.

Family income also plays a big role in the kind of support children and young people receive after diagnosis – only 30% of young people in lower income households (less than £30k) say support is “good” in school compared to 86% of young people in high income households (£100k).

### Ellen Broomé, Chief Executive of the BDA:

*“Children and young people with dyslexia are telling us loud and clear: the education system isn't working for them. Dyslexia is not linked to intelligence, but the lack of support is*

damaging young people's self-belief and their futures. And the inequality is stark, whether you get a diagnosis and good support depends on your family's income. This report should act as a wake-up call — it's time for the Government to act."

### Theo Paphitis, Dyslexia Empowerment Patron and Chairman of Ryman:

"I struggled at school without the support I needed. I knew I was just as capable as my peers, but reading and writing were daily challenges. No young person should face the same hurdles. We must empower the next generation—so that dyslexia doesn't limit anyone's life."

### What needs to happen now

The BDA is calling on the Department for Education to:

- Make children with dyslexia a national priority with a clear strategy and dedicated policy lead.
- Ensure early identification and fair access to support with universal assessment and in-classroom screening tools.
- Create 'dyslexia-friendly' classrooms with a national standard for Special Educational Needs (SEN) support.
- Widen the curriculum and assessments, including teaching assistive technology and adapting GCSEs to reflect all learners' skills.

**Every child and young person deserves a chance to succeed - regardless of their background:** [Read the report here](#) [Online version](#)



In Scotland, our Dyslexia Awareness Week runs at a different time from the rest of the UK because our education term dates are different. We avoid the October holidays so that as many people as possible can take part in our campaign and activities.

Our campaigns focus on Scotland-specific issues, where we can make the biggest difference. Over the next few years, you'll see us addressing the key findings from our national research: [dyslexiascotland.org.uk/report](https://dyslexiascotland.org.uk/report)

We also work closely with the [British Dyslexia Association](#) and [European Dyslexia Association](#), aligning where we can and always championing their brilliant campaigns too.

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

FREE resources at: [Dyslexia Awareness Week | Dyslexia Scotland - Dyslexia Scotland](#)



## International Dysgraphia Awareness Day (IDAD) 6 October

### **Maria Chivers writes:**

What an incredible day it's been, celebrating the 4th International Dysgraphia Awareness Day!

A heartfelt thank you to everyone who tuned in from around the world. Your messages, enthusiasm, and shared stories made the day truly special.

A huge shoutout to our amazing presenters for your insights and inspiration, and to our wonderful admin team, Suzanne Baxter, Valerie Crowder, and my husband, for all your hard work behind the scenes.

We had a few small technical hiccups (as live events sometimes do!), but thanks to our brilliant team, everything was sorted quickly and smoothly.

Together, we're continuing to build awareness, understanding, and hope for everyone with dysgraphia. Let's keep the momentum going, one voice, one story, one step at a time.

Catch up with [videos from the day](#).

(Link includes details about the speakers and their presentations.)

### **Presentations from:**

[Dr Helen Ross](#)

[Watch Helen's Presentation](#)

[Munira Adenwalla](#)

[Watch Munira's Presentation](#)

[Olive Hickmott](#)

[Watch Olive's Presentation](#)

[Mark Stewart](#)

[Watch Mark's Presentation](#)

[Enid Webb](#)

[Watch Enid's Presentation](#)

[Diane Devenyi](#)

[Watch Diane's Presentation](#)

[Joshua Miller](#)

[Watch Joshua's Presentation](#)

[Julia Clouter](#)

[Watch Julia & Nicola's Presentation](#)

[Nicola Durrant](#)

[Watch Nicola & Julia's Presentation](#)

[Ayanwole Boluwatife Joshua](#)

[Watch Ayanwole's Presentation](#)

[Jennifer King](#)

[Watch Jennifer's Presentation](#)



**Michelle Catterson • Executive Headteacher Passionate about delivering change for all children with SEN**

## Is Dyslexia a Superpower?

I've posted about this before, but after reflecting during Dyslexia Awareness Week, I feel it's important to share the voices of our students at [Moon Hall School Reigate](#) once more.

This isn't about my opinion, it's about theirs.

This morning, I was reading with our Year 5 students. The range of ability in that small group was striking: one child confidently tackling a 400-page novel (in print so tiny I needed a magnifying glass!), while another was making steady progress through a good old Biff, Chip and Kipper book.

No judgement. No stigma. Just students working at their own pace- a snapshot of what inclusion truly looks like.

But in that 30-minute window, it was clear how differently each child may or may not feel that dyslexia is a "superpower."

We carried out an informal survey in school. The results were interesting and almost evenly split.

Younger students were more likely to say "yes, it's a superpower."

Older students were more likely to say "no," sharing thoughts such as:

"I just have to work so much harder than those in my family who aren't dyslexic."

"It's really frustrating at times."

"It doesn't feel like it in exams."

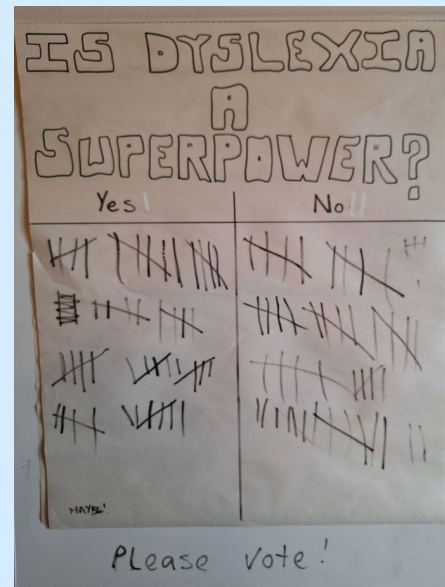
These feelings are real, and they matter just as much as the positive narratives we so often hear. And to be clear, these positives are still so important. Dyslexia is unique, complex, and deeply personal. Even in a specialist school where support is embedded into every moment, it's not something that every child loves.

And that's okay.

I always end on a positive note, though. As I often remind our students.....

40% of self-made millionaires in the UK are dyslexic!

So yes, the journey can be tough, and the battles are real, but the tenacity and resilience that come from those struggles will serve them for life.





## Invitation to visit the WDA information stand at the WPCCC's Early Years and Primary SEND Information Event

**Bookings are Now Open!**

**Wednesday 26 November 2025**

**at The Corn Exchange, Devizes**

**9.30am to 2.00pm**

(Registration from 9.30am, event starts at 10.00am)

### **Information Stands from nearly 40 different services!**

There will be a Market Place of information containing Information Stands for attendees to explore. We hope there will be something there for everyone, with stands covering a wide range of information about SEND services in Wiltshire.

### **Service Update**

A brief 'hot off the press'/service update at 10am on how the new **Short Breaks Scheme** is coming together.

### **Information Workshop**

Colleagues from Wiltshire Council will be talking about **Right Support, Right Time**.

### **FREE Tea/Coffee and a Buffet Lunch for attendees!**

There will be a refreshment area open throughout the event where you can grab a free cup of tea or coffee while chatting with other parent carers. And a simple buffet sandwich lunch will also be provided FREE for attendees. Attendees are welcome to bring their own refreshments or lunch if they prefer.

See the [Pre-Event Information Booklet](#) for more information on which services will be there with an information stand, the content of the free information workshop and the service update, and about what to expect from the event.

**Please share information about our event with everyone you know, we would love to welcome as many people as possible.**

**To go straight to the booking form, click [BOOK](#).**

*Parent carers will also be able to claim car parking, travel and childcare expenses if attending the WPCCC event.*

*If you need help with completing the booking form or have any questions about the event please give us a call on 01225 764647 (Option 1).*



## Recording of the Recent EBSA Webinar is Now Available

This webinar discusses how Emotional Barriers to School Attendance (EBSA) can affect children and young people and explores ways to support them in re-engaging with their educational setting: [Wiltshire Council - EBSA Webinar](#)

If you are interested in the Q&A answers from this webinar or would like more information about EBSA visit: [Information on emotionally based school avoidance \(EBSA\) - Wiltshire Council](#)

## Autism Central Update

Over the past two and a half years, Autism Central has created a community where parents, carers and personal assistants can learn, share and support each other. The programme was built by a partnership of eight not for profit organisations and was delivered by seven regional delivery partners.

Across this time, over 30,000 parents and carers have joined events, connected with peer educators, and gained confidence in navigating life and supporting autistic people. Autism Central is proud of what has been achieved, and they extend their thanks to all involved and for the commitment shown to ensure the success of the programme to date.

The Autism Central programme is led by Anna Freud, a mental health charity with a strong background in supporting children, young people, families, and the professionals around them.

Read more here: [Autism Central update | Autism Central](#)

**New Online Events:** Autism Central are now offering free online events which are free NHS England commissioned sessions, delivered by Anna Freud.

**Drop-in:** An informal, open sessions where you can bring your questions. Get practical signposting, tailored guidance, and problem-solving support in the moment.

**Education family guide sessions:** A small, supportive group. Sessions are peer-led and co-produced, grounded in lived experience and research evidence and cover specific topics within a themed series.

**Reflective sessions:** A peer-facilitated session explores a single theme through open discussion, gentle prompts, and shared insight.

**In conversation:** A special series of webinars with researchers and clinicians. A chance for families to hear the latest insights, ask questions, and explore how evidence and lived experience meet in practice.

You can also request a One-to-One peer support session.

For more information and to book any of the above, please visit the [Autism Central Website](#).

## Understanding Wiltshire's Needs Led Approach for Children and Young People who may be Neurodivergent – November Information Sessions

Families are now required to follow the Needs Led Approach if they are considering the Neurodevelopmental Pathway assessment process for their child or young person.

The Needs Led Approach is a holistic approach to support and empower families in a creative way that aims to help everyone to understand whether an assessment will meet the needs that have been identified.

To aid families' understanding of the Needs Led approach in Wiltshire, the WPCCC is running information sessions for families. The next sessions in November will take place as follows:

- Tidworth on Friday 7 November from 11:00am to 1:00pm at Tidworth Civic Centre, Wylde Rd, Tidworth SP9 7QQ
- Calne on Friday 28 November from 10:30am to 12:30pm at Carlton Business Centre, Carlton House, Maundrell Road, Calne, SN11 9PU

Venue details are also on the booking form.

Join Sam and Laura from the WPCCC, for an opportunity to learn more about the Needs Led Approach and ask questions about the steps. Free refreshments will be provided.

Can't make any of these sessions or the locations aren't convenient?

The WPCCC will be running more of these community information sessions around Wiltshire over the coming months; keep an eye on our newsletter for details of future sessions.

This session is for parent carers only. Places are restricted to 30 people, so please book your place early to avoid disappointment.

Booking is essential: To book your place, click [HERE](#).



### Free In-Person Course for Wiltshire Parents & Carers – Book Now!

Do you care for a child who sees the world a little differently?

Join Supporting My Neurodivergent Young Person (SMNYP) a free, two-part course designed to help you understand and support your child's unique way of thinking.

Part 1: Friday 7 November 9.30am – 1.30pm

Part 2: Friday 14 November 9.30am – 1.30pm

In-person in Melksham | Limited spaces | No diagnosis needed | You'll learn:

- ✓ What neurodivergence means
- ✓ How your child experiences the world
- ✓ Practical strategies for communication, focus and behaviour
- ✓ Tips for home and school

Open to Wiltshire families. Bring a relative or professional who knows your child well. Only 20 places, first come, first served! Book now: <https://orlo.uk/FvV4f>



**WDA will be hosting a FREE day's training for schools**  
**Thursday 20 November 2025**  
**Devizes Town Hall**  
**9.30am - 4pm**



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

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

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

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

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

## NATIONAL NEWS



On behalf of the Department for Education (DfE), nasen and the Council for Disabled Children (CDC) are working together to develop **new government guidance to help mainstream schools deliver high-quality support for children and young people in SEN units, resourced provision, and pupil support units (SU/RP/PSUs).**

We'd love to hear from professionals with direct experience in these settings to ensure this guidance reflects real practice in schools.

**Join a Regional Focus Group** - Hosted by nasen, these informal sessions will explore:

- Current challenges and opportunities
- Examples of effective practice
- Key principles for inclusive provision
- How SU/RP/PSUs connect with wider services

We welcome EOIs from a wide range of roles – including teaching assistants, classroom practitioners, educational psychologists, senior leaders, and SEND/inclusion staff.

Online focus groups will run throughout November. Spaces are limited, so submit your Expression of Interest (takes about 15 minutes) as soon as possible:

[Express your Interest](#)

**Another Way to Contribute** - You can also complete CDC's short survey to share your experiences and insights into effective SU/RP/PSU practice. This survey takes around 10 minutes and is open until Friday 7 November 2025.

[Take the survey](#)



## **IPSEA - Independent Provider of Special Education Advice**

The government is to delay publishing its long-awaited overhaul of special educational needs provision in England as ministers seek to build a coalition among parents to support its changes.

Good that ministers aren't rushing into the wrong reforms, and that they want to hear about families' experiences. We're ready to talk to ministers any time about how families navigate the SEND system and what needs to change.



**Article at:**  
[White paper on overhaul of Send provision in England put back to 2026](#)



**Special educational needs**  
**White paper on overhaul of Send provision in England put back to 2026**

Plans had been expected this autumn but government wants more time to build support for changes

### **As reported by the Wiltshire Parent Carer Council:**

A letter from the Secretary of State for Education was published on the GOV.UK website on 22<sup>nd</sup> October about further delays to SEND reforms and the White Paper. The letter confirmed that the long-awaited White Paper on reforming the SEND system in England will not be published this autumn as originally planned; instead it is now expected early in 2026. The delay means that current systems (such as EHCPs, local support arrangements) continue unchanged for now, so families should continue to use existing routes for assessments, plans and appeals.

We appreciate this delay is likely to create further anxiety for parent carers as we wait for more details on what the reforms are likely to mean. In the letter from the Secretary of State for Education, the delay is explained as allowing extra time for co-creation of policy with families, children and young people, schools, local authorities and other key experts.

The Department for Education (DfE) says that it plans to continue working closely with families, teachers and SEND experts to make sure reforms meet real needs and says that over the coming months, there will be listening sessions across the country to gather views and test ideas before a full Schools White Paper is published early next year.

The reforms will be based on five key principles:

- Early – Support should start as soon as a need is identified.
- Local – Children should be able to learn close to home.
- Fair – Every school should have the resources to meet children's needs.
- Effective – Practice should be evidence-based and proven to work.
- Shared – Education, health, and care services should work together with families.

The Department says it is determined to create a system that puts children and young people with SEND at the centre of education and ensures every child can thrive. You can read the letter from the Secretary of State for Education [HERE](#).

### Focus on reading in secondary years to drive up standards

Education Secretary confirms all pupils will sit a mandatory reading test at age 13 to drive up reading standards.

### SEND reform: Education Secretary writes to the Education Select Committee

Education Secretary Bridget Phillipson writes to the Education Select Committee following their report on the special educational needs and disability (SEND) system.



## We are now a Charity!

We are delighted to announce an exciting new chapter in the journey of Patoss: we are officially now a registered charity, continuing under our full name, Patoss the Professional Association of Teachers of Students with Specific Learning Difficulties, while also adopting the working name Patoss Dyslexia Charity.

This milestone reflects our long-standing commitment to improving outcomes for learners with specific learning difficulties (SpLDs), including dyslexia, dyspraxia/DCD, dyscalculia and ADHD. By becoming a charity, we are now better placed to broaden our impact, reach more professionals, and strengthen the support available for learners and their families.

We also invite you to explore our newly updated website at <https://www.patoss-dyslexia.org/>, where you'll find a fresh new look and improved features to reflect this exciting new chapter.

### What's new?

#### Our official status

We're now a registered charity, with the working name Patoss Dyslexia Charity.

#### More advocacy & outreach

Charity status allows us to broaden our voice - campaigning more effectively for the needs of learners with dyslexia and other SpLDs in education, workplaces and policy.

#### Greater opportunities

As a charity, we can apply for grants and build partnerships that will help us extend training, resources, and community support.

### What stays the same?

#### Your professional status and membership benefits

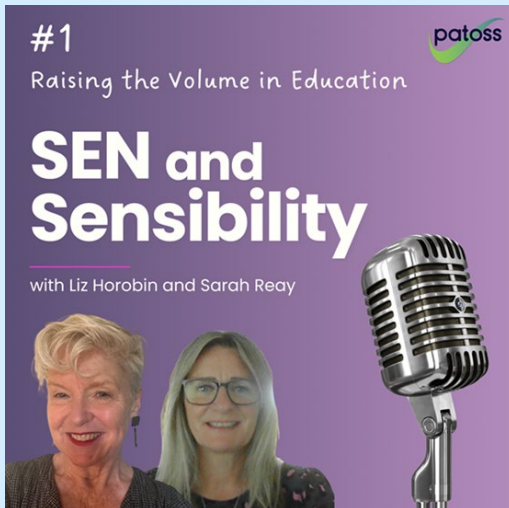
You'll still have full access to accredited training, CPD, mentoring, forums and all of your member benefits.

#### Our focus on professionals

We remain the UK's most established professional association dedicated to those who assess and support learners with SpLDs.

#### Expert-led guidance and resources

Our commitment to providing practical tools, policy updates, and best practice advice for teachers, assessors, and tutors remains unchanged.



## We are excited to announce the launch of our new podcast, **SEN and Sensibility**.

Hosted by Liz Horobin and Sarah Reay, this monthly podcast brings you intelligent and stimulating conversation from the world of SEN.

Each month, Liz and Sarah will be interviewing guests who are at the forefront of research and innovation, to keep you up to date and informed on everything that's new and current in the world of SEN and neurodiversity.

**Our first podcast, timed to link with Dyslexia Awareness Week, explores the idea of Raising the Volume in Education, with two wonderful and inspiring guests, Dr Penny Hannant and Jo Tolley.**

Whether you're an educator, parent, practitioner, or you just want to know more about how we can better support neurodiverse communities, this episode offers fresh perspectives and practical ideas to help raise the volume for SEND.

Find us on the [website](#) or on [Spotify](#)!

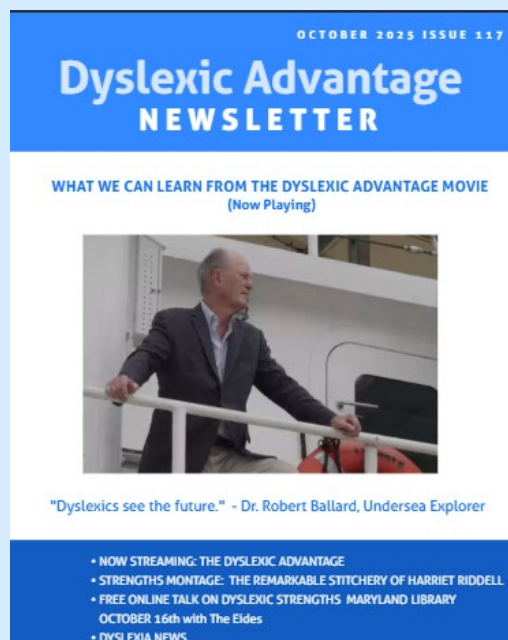
## NEWSLETTERS



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

Inside this edition, you can find:

- [CDC's response to the delay of the Schools White Paper publication](#), calling for a joined-up approach to SEND reform across education, health and wellbeing.
- [Early Years Stronger Practice Hubs](#) – discover how the programme is supporting children with SEND and expanding to reach more settings across England.
- Registration for the [RISE Partnership online training programme](#), with new national sessions on topics including data, voice, commissioning and early years SEND support.
- A [new survey for schools and settings on SEN units](#), resourced provision and pupil support units – share your views to help shape national guidance.
- Invitation to the next [Making Participation Work Practitioners' Community of Practice](#), focusing on engaging children and young people in research.
- Launch of the [Belonging Matters Impact Report](#), sharing powerful insights from schools creating environments where every child thrives.
- [Countdown to Anti-Bullying Week 2025](#): Power for Good, with free resources to help your school or setting get involved.
- Free training: [Sensory Processing in the Early Years](#), exploring how to create inclusive sensory environments and support every child to flourish.



**Link to the October Newsletter :**  
<https://joom.ag/WH2d>

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

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

### **Official Trailer for The Dyslexic Advantage Movie**

If you haven't seen our official trailer:

One of our favourite quotes from the movie: *"Dyslexics see the future. We are the fortune tellers. When we look into the crystal ball, we see something...that's our advantage."* - Dr. Robert Ballard, legendary underwater explorer, discoverer of the Titanic wreck.



**Latest e-news available to download as a PDF [here](#).**

Thanks to the generous support of the Theo Paphitis Dyslexia Bursary, we're delighted to offer free places on the Helen Arkell Dyslexia Charity's six-week online course, [Supporting Learners with Dyslexia](#), to more teachers and teaching assistants working in the state school sector.

This is a fantastic opportunity to gain practical strategies and deepen your understanding of how to support learners with dyslexia. The course comprises six three-hour sessions on Fridays from 9.30 am, starting on 7 November 2025. Recordings of each session are sent out after the live session for anyone who is unable to attend.

To apply for a bursary-funded place on this course, simply complete a short application form [here](#).

Please note, if you have already received a free place for this course, you will not be eligible for another free place. If your team found this course helpful you can book a paid-for place.

Non bursary places are still available for anyone supporting learners with dyslexia who wishes to attend, but the normal fee will apply.

**[Book Here](#)**



For [Dyslexia Awareness Week - CENMAC](#) published many resources including:

### Dyslexia and Mental Health

In this useful piece Julia Clouter, Education and Assistive Technology Adviser at Scanning Pens talks about how students with dyslexia spend a lot of time becoming a master of disguise.

She discusses five key issues around dyslexia and mental health that we should try to better understand:

- Generalised Anxiety
- Poor self-image and self-confidence
- Weak self-esteem
- Challenging, self-defeating or self-destructive behaviours
- Not feeling a sense of belonging



She shares how assistive technology is not the cure-all for dyslexia, but it can be incredibly helpful by enabling independent work and reducing dependency on others.

[> Read the article](#)

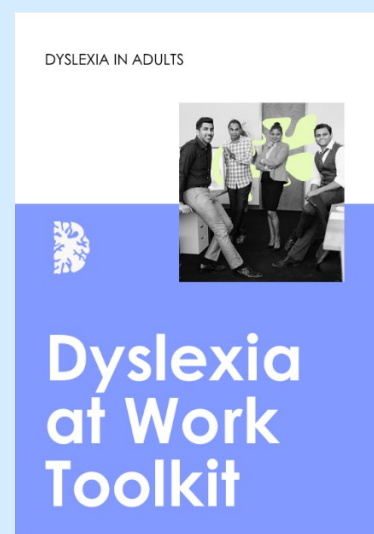
### See Dyslexia Differently

This video from the BDA looks at misconceptions about dyslexia and sheds light on the real challenges dyslexic children and young people face while also acknowledging their strengths and potential.



[> Watch See Dyslexia Differently](#)

[Email marketing and digital sales tools that bring your brand to life](#)



[Read our latest news](#)

[Explore all training for parents and carers](#)

[View more training for professionals](#)

[Explore our latest blogs](#) – includes the following:



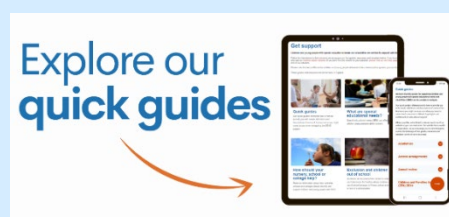
### **Helping MPs and their staff understand SEND law and support their constituents**

We recently delivered a SEND law webinar for over 100 MPs and their staff, covering local authority duties, EHC plans, and tackling some of the most common myths and misconceptions about SEND provision. We hope that, as a result, MPs and their teams will have a stronger understanding not just of what the law says about support for children and young people with SEND, but why it matters - and why legal rights to special educational provision that meets individual needs must be protected, not reduced.

[Read more in our blog post](#)

### **Have you used our SEND law quick guides?**

Our quick guides provide clear and concise explanations of key terms relating to children and young people's legal rights and entitlements to support in education.



Each guide also links to more detailed information on our website if you'd like to explore a topic further - from EHC plans and transport to personal budgets and mediation.

### **[Access our quick guides](#)**

Our website covers a wide range of topics, including:

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

We also have [24 free template letters](#) that you can download and customise to suit your specific circumstances.

### **[Get information](#)**



#### **Is your child in their last year of primary or secondary school? Do they have an EHC plan?**

Local authorities have a legal duty to review and amend an EHC plan when a child or young person is transferring from one phase of education to another (for example, from primary to secondary school) - and they must comply with statutory timescales.

If you haven't been notified that a review of your child's EHC plan is going to take place by the autumn term, you can write to your local authority using our template letter (template letter 12).

Find out more <https://www.ipsea.org.uk/moving-to-a-new-phase-of...>

#succeed  
with  
dyslexia  
Digest

### Are dyslexic brains better at business?

It's Dyslexia Awareness Month, which means only one thing: we've probably seen about 60-70 social media posts by now about how dyslexic brains have entrepreneurial superpowers every time we've opened an app. We think we might be starting to see Richard Branson when we close our eyes to try and sleep.

#### **...But is it true?**

Are dyslexic thinkers more likely to become entrepreneurs, and better at business overall? The data, for its part, seems to corroborate: 35-40% of the UK's self-made millionaires are estimated to be dyslexic—a proportion far above the national average of folks with dyslexia.

But it's important to avoid sweeping generalisations. Dyslexic people possess a vast array of talents, excelling in everything from music to medicine, and every dyslexia journey is unique—as are the individual circumstances of somebody's life, their priorities, and their finances, and their resources to start and grow a business.

[Keep reading on LinkedIn](#)



### Celebrating Dyslexia Awareness Month: How to Thrive With Dyslexia at Work!

This dyslexia awareness month, we're all about making work accessible, comfortable and inclusive for all, so that everybody can succeed with dyslexia and thrive in the careers they choose.

...But it's not always easy, is it? Having dyslexia and working, whether you're on a corporate 9-5, working under your own steam or are out there connecting with customers can end up exhausting and confusing even if you truly love the work you do. Timekeeping challenges, reading needs and organisational differences all play a part, whether their impact is mild or severe—and it can impact your confidence in your abilities and your work-life balance in a big way.

That's *got* to change if we're to make work really work for everyone.

So that's why we've reached out to our dyslexia community of advocates and business brains this dyslexia awareness month: to find out what solutions, tips and lifehacks really work for them when it comes to thriving with dyslexia at work. Sometimes, it takes a village—and we're pretty lucky in that our village is populated with some of the best and brightest accessibility experts we know.

[Read on LinkedIn](#)



## Look how far we've come: Positive change since the very first Dyslexia Awareness Month

Dyslexia Awareness Month has been lighting up October for over two decades now, sparking waves of positive change and hope in UK classrooms.

Since its launch in 2002, unifying a number of smaller dyslexia awareness days, weeks and events, this month-long, vibrant and homegrown movement has escalated from a modest community event into a nationwide celebration that genuinely transforms how schools support dyslexic learners. But when education moves fast and advocacy moves even faster, it's easy to lose track of the progress we've made and focus on the road ahead. That's why today, we're pressing pause on Dyslexia Awareness Month for 2025, and looking back at all the positive change that's happened for UK learners since that rainy September of 2002. Because that's something we can all be proud of! Let's take a trip back in time...

**Keep reading on LinkedIn** for content under the following headings:

- Teacher training with real impact
- We understand classroom environments better
- Tech tools that empower!
- Students leading their own journey
- And parents are pushing that trend even further, too!
- Spotlights have fallen on strengths
- Fair and supportive exams
- Stronger family-school partnerships

### **Dream big! Here's how a reading pen can unlock complex subjects for dyslexic students...**

Now, we know that dyslexic students can do anything—with the right support and guidance, their potential reaches up to the stratosphere and beyond.

But all too often, those dyslexic students themselves have low learning confidence, and a sense of doubt about their academic abilities. It's easy to feel that way: over time, when your peers seem to find tasks easy and you're still finding them challenging, it can erode your self-belief and your concept of the things you're capable of. And even when we apply support and make reading with confidence more accessible, those doubts and shadows can linger, which often results in dyslexic students second-guessing their potential when it comes to career choices.

**Keep reading on LinkedIn**



*"The written word isn't always the best format for a dyslexic brain. But stories and information can be consumed in so many ways."*  
What great insights from Marianne in this [Scottish Book Trust](#) article.

How do you like to consume stories?

<https://www.scottishbooktrust.com/.../reading-with-dyslexia>

See also: [The Importance of Reading for Kids | Twinkl | Blog - Twinkl](#)



#### From concept to system: Do-IT Profiler in justice settings

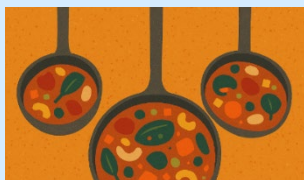
Over the past two decades, the Do-IT Profiler system has quietly matured from a niche assessment concept into a system with real traction in justice settings (and also in education, health, apprenticeships and specialist settings).

Its journey has been one of iterative development, testing, and adaptation grounded in both research and lived experience. Now, as the tool is being rolled more widely across English prisons as part of the Prison Educational Services, we stand at a turning point in how neurodivergent traits (and adversity) are understood and supported in custodial settings.

#### **Why it matters in prisons**

- **High prevalence, low detection:** Many people entering the justice system carry neurodivergent traits (e.g. ADHD, autism, learning difficulties, language disorders), often undiagnosed. The absence of recognition means behaviours may be misinterpreted, vulnerabilities missed, and support withheld.  
[Crime and Justice+2Amazon S3+2](#)
- **Complex profiles and intersecting adversity:** In custodial populations, neurodivergence often coexists with trauma, brain injury, low literacy, substance use or unstable housing — which complicates identification and intervention.
- **Risk and safety:** Early screening helps flag risks (e.g. self-harm, victimisation, noncompliance, recidivism) so that protective strategies and adjustments can be built in.

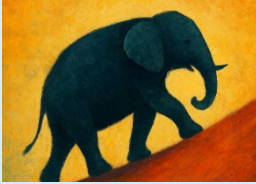
[Keep reading on LinkedIn](#)



#### When different and quirky is my normal because in my family, we're all a bowl of minestrone soup!

If you've ever wondered what neurodiversity really looks like, don't imagine a single pattern or profile. Think instead of minestrone soup—a colourful, ever-changing, hearty mix of ingredients that varies from day to day. We can add in pasta, and chilli to change it... Some flavours stand out, some are more subtle, and sometimes the combination surprises you—but it always nourishes, and it's never boring.

[Keep reading on LinkedIn](#)



## October: awareness, action and nudges

October is full of important awareness events - Dyslexia Awareness Month, ADHD Awareness Month, Dyspraxia/DCD Awareness Week, and DLD Awareness Day. Each shines a light on challenges that affect millions of people worldwide. This week I want to discuss if awareness is ever enough . . . or could it be too much??

### **But here's the question: does awareness automatically lead to action?**

Michel de Montaigne, a philosopher from the 1500s, wrote:  
**"Saying is a different thing from doing." Beyond awareness**

The evidence suggests that awareness alone is not enough . . . talking about it. In fact, sometimes it can have the opposite effect - fatigue, backlash, or even trivialisation. We all know the "information deficit" idea: if people just knew more, they'd do more. Yet research consistently shows that simply increasing knowledge rarely changes behaviour. Awareness is a start, and I know from running training and awareness-raising sessions that it can spark valuable conversations. It can help organisations demonstrate both internally and externally - that they are paying attention.

### **But to create lasting impact, we must go further.**

True inclusion happens when it is built into everyday systems, not added as an afterthought. *"Inclusion is not a matter of political correctness. It is the key to growth."* – Jesse Jackson  
If captions are always on (rather than offered if you ask), everyone benefits.  
If recruitment processes are designed inclusively from the outset, fewer bespoke adjustments are needed later.

*Inclusion by default* reduces friction and makes equitable practice easier.

### [Keep reading on LinkedIn](#)



### [From Classroom to Career: Building Neuroinclusive Pathways Through the Education Lifecycle](#)

**"Education is not preparation for life; education is life itself." – John Dewey**

Too often, education and employment are viewed as separate journeys. But for neurodivergent learners, the types of challenges are deeply connected. We can all start at the same place but it doesn't mean we will end there too!

### [Keep reading on LinkedIn](#)

## [Workplace Adjustments at Scale: Why Assessments Still Belong in Your Strategy - neurobox](#)

By Mark Woodward and Dr Deborah Leveroy

There's growing debate about whether traditional Workplace Needs Assessments (WNAs) are still the best way to support disabled and neurodivergent employees. With rising pressures on HR and ED&I budgets, and an influx of off-the-shelf solutions claiming to 'streamline adjustments', it's easy to see why the question is being asked. If someone needs noise-cancelling headphones or speech-to-text software, why make them go through a formal process? Shouldn't some adjustments just be available by default?

In many cases, yes. And ideally, organisations should be embedding those common adjustments into day-to-day practice, making support accessible without friction or delay. Some are exploring triage systems, a quick phone call or online tool that helps fast-track adjustments. This approach can be useful in certain scenarios, but it's not a complete solution.

Sometimes, the support needed isn't simple, the job isn't typical, and the answer isn't obvious. That's where the workplace needs assessment still holds real value.

**See full article at** [Workplace Adjustments at Scale: Why Assessments Still Belong in Your Strategy - neurobox](#) to read about 'What's Not Working' and why neurobox believe the workplace needs assessment plays a vital role.

[How To webinar series](#) See links to recordings, details about January webinar, and notes about the speakers.

[DOWNLOAD WEBINAR](#)

### How To Utilise a Workplace Needs Assessment and Implement Adjustments Effectively

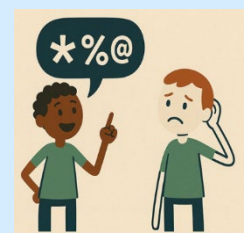
With Dr Deborah Leveroy and Mark Woodward



neuro  
box



### [Developmental Language Disorder: what it is, how to identify it and how it is linked to dyslexia.](#)



Developmental Language Disorder (DLD) is one of the most common yet least known neurodevelopmental conditions, affecting around two children in every classroom. Like dyslexia, it runs in families, has a genetic basis, and persists into adulthood, but unlike dyslexia, awareness of DLD remains strikingly low. Please take a moment to read and share this fantastic guest blog from Stephen Parsons, author of Word Aware and Concept Cat: [Read in full](#)

### **British Psychological Society article: Crafting effective recommendations in reports for children with dyslexia**

Following some training, I was honoured to be asked to write this article. On speaking with Dr. Jo Horne, the editor, the BPS is seeking to engage with the voice of a variety professionals involved with assessment. If you'd like a copy of my article, please email me: [Request a copy](#)

# Dyslexia A2Z Dyslexia – Making Reading Easier For Everyone

**Maria Chivers**

**31st October 2025**

Many people in the UK, as well as worldwide, struggle with reading. This is not about intelligence; it's about how books are written and designed for diverse readers. Supporting neurodiversity means making reading accessible for everyone.

Some adults have learning differences, including dyslexia, dyscalculia, dysgraphia, dyspraxia, or ADHD. For these readers, many books are too difficult to enjoy. Discover reading strategies for individuals with dyslexia.

Did you know the average reading age for adults in the UK is about nine? That is like a Year 4 pupil. Yet, most adult books are written at a much higher reading level.<sup>1</sup>

## Why Reading Can Be Hard for People with Learning Differences

### Understanding Neurodiversity and Reading Challenges

People with neurodiverse learning profiles often struggle with text that is too dense, long, or visually overwhelming. Reading should be a pleasure, not a struggle.

### Dyslexia, Dyscalculia, Dysgraphia, ADHD – What They Mean for Readers

#### Each learning difference affects reading in different ways:

- Dyslexia – difficulty decoding words and letters
- Dyscalculia – challenges with numbers that sometimes affect reading comprehension
- Dysgraphia – difficulty with writing, spelling, and text organisation
- ADHD – challenges with focus and maintaining attention

Supporting these readers means creating content that is clear, structured, and easy to digest. Explore more about supporting neurodiverse readers.

## Inclusive Publishing – How Some Publishers Are Changing

In 2024, Bloomsbury Publishing began making books easier to read for people with dyslexia and visual stress. These changes include:

- Easy-to-read fonts
- Cream-coloured paper (reduces glare)
- Blue text (helps with visual stress)

These adjustments make reading more enjoyable and accessible. The books were so popular that Bloomsbury added more titles in 2025, including:

- Just Kids by Patti Smith
- I Want to Die but I Want to Eat Tteokbokki by Baek Se-hee
- Collide by Bal Khabra

Elizabeth Kellingley, Bloomsbury's Accessibility Manager, said:

“As a disabled person, I know how important it is to have adaptations. Everyone should be able to read and enjoy books.”

Check out our recommended accessible books for readers of all abilities.

## Why Simple Writing Supports Neurodiverse Readers

About 1 in 7 adults in England reads at the same level as a 9–11-year-old. Writing simply does not “dumb down” information; it makes content clear, quick, and easy to understand. Even highly educated readers appreciate text that is readable.

### Tips for easier reading for everyone, including those with dyslexia or other learning differences:

- Keep sentences short
- Explain difficult words
- Use clear words and active voice
- Leave space on the page
- Use headings and bullet points

## Final Thoughts – Reading Should Be Fun for Everyone

Everyone deserves to enjoy books. Reading should be for pleasure, not pressure. Publishers and authors can help by creating stories that are easy to read for people with dyslexia and other learning differences. Supporting neurodiversity in reading ensures that everyone can experience the joy of a good book.

[<sup>1</sup>What do adult literacy levels mean? | National Literacy Trust](#)

## Visual Thinking 101 161: 1 in 5 children don't meet the expected standard in phonics screening in year 1

October 25 by [olivehickmott](#)

According to the UK government website:

**Attainment in the phonics screening check has remained the same compared to 2024.**

**80% of pupils met the expected standard in the phonics screening check in year 1, unchanged from 2024.**

**89% of pupils met the expected standard in the phonics screening check by the end of year 2, unchanged from 2024.**

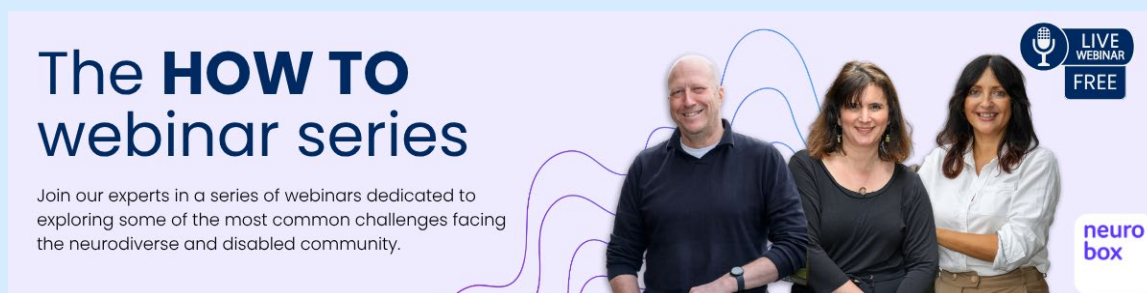
**Disadvantaged pupils performed less well in the phonics screening check than other pupils, and the gap has increased this year by 1 percentage point. 67% of disadvantaged pupils met the expected standard in the phonics screening check in year 1, down from 68% in 2024.**

We are seeing more and more bright, creative children, for whom starting with phonics is just too early. When you start with recognising letters, move on to recognising object words (cat, dog, tree, etc), then recognise non-object words and finally phonics for words you have never seen before, everything is much quicker and less stressful. You are working with the way a visual-thinking brain is happiest.


Isn't it time we changed the way we teach our visual thinkers? In our statistics, 100% of Dyslexics have not learned how to do Orthographic Mapping, a vital skill for all aspects of literacy: spelling, reading, handwriting and comprehension. Large percentages have not even learned to form the letters of the alphabet. How can you learn to read or spell without an alphabet? You might as well be trying to read Chinese.




## AWARENESS & TRAINING OPPORTUNITIES



Creating an inclusive and productive workplace starts with understanding employee needs and providing the right support.

 **Wednesday 5th November 2025**

 **12pm**

We're excited to invite you to the next instalment in our free "How To" webinar series. This will be a powerful discussion on how to transition from Awareness to Action regarding mental health in the workplace.

Join host Mark Woodward and guest Alexa Knight from Mental Health Foundation. Whether you're looking for support as an employee or ways to support your staff, this webinar looks at various ways to make actionable change in the workplace.

Can't make the webinar? No problem! By registering, you'll get a recording of the webinar, plus some free resources emailed to you after the session.

### **What's covered in the webinar:**

- Some of the barriers to taking action: Looking at some common hurdles, like stigma, lack of training or a fear of liability.
- Looking at mental health in hybrid and remote working: How distributed teams could affect mental health differently.
- Leadership's role in culture change: How executives and HR leaders can model psychologically safe behaviours and recognise signs of distress in employees.
- Actionable initiatives and best practices: Practical ways to support employees. Introducing a mental health first aider, flexible work or introducing mental health champions.
- Measuring impact and holding accountability: How to track progress, surveys, and feedback loops. Ensuring long-term commitment rather than one-off wellness events.

### **Who should attend?**

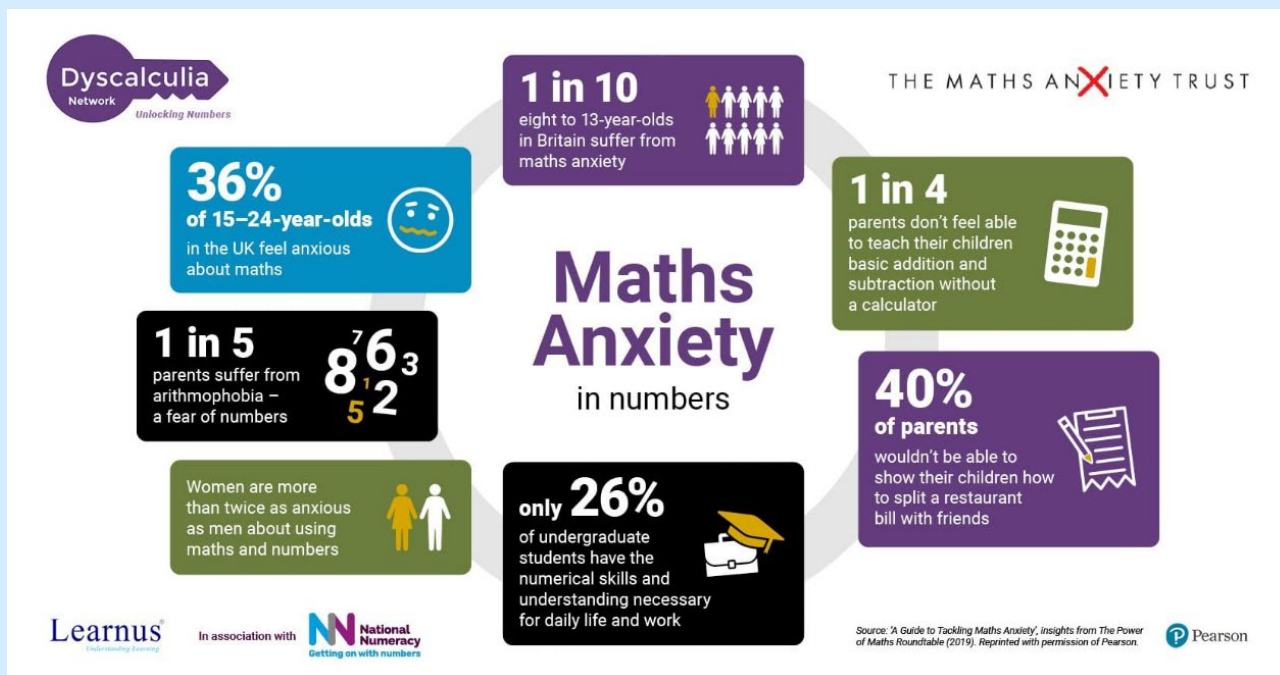
This session aims to provide clarity and practical strategies for HR professionals, managers, and organisations committed to fostering neuroinclusive workplaces. This session could also benefit employees who are looking for support.

### **TRIGGER WARNING**

Due to the sensitive topic, this webinar may discuss areas which some may find triggering.

Equip your organisation with the knowledge and tools to ensure your workplace adjustments work for everyone.

[Register for webinar](#)



## What is Maths Anxiety Day?

Maths Anxiety Day, on **10th November** every year, is an important opportunity to raise awareness about the emotional barriers that prevent many people from engaging confidently with mathematics.

Maths anxiety can affect learners of all ages, leading to avoidance, low self-esteem, and reduced achievement in numeracy. By acknowledging and addressing these feelings, educators and communities can help create more positive, supportive learning environments where everyone can develop mathematical understanding without fear or judgment.

The day encourages open conversations, practical strategies, and empathy — reminding us that with the right support, confidence in maths is something everyone can build.

[Here is a link to preview all of the amazing events we have organised for Maths Anxiety Day](#)

### **Educators Events:**

Click on Eventbrite link here to get more information on the amazing talks about Maths Anxiety for educators given by Tom Hunt and Heidi Kirkland, Sam Simms and Amanda Keen.  
[Educator's Talk: Book Here:](#)

### **Workplace:**

Click on the Eventbrite link to find out more about Rob's webinar on maths anxiety at work:  
[Workplace Talk: Book Here](#)

### **Parents:**

Julie is running a webinar on maths anxiety from a parent's perspective:  
[Click here to book the session on the Parent's webinar](#)

### **Adults:**

Mia and Jet are running a webinar for adults on maths anxiety;  
[Book your tickets here](#)

**Dyslexic Life With Jo Rees: The IOW Conference 2025**

The Theme of 2025  
**'So, what now?'**

Dr Helen Ross  
Dysgraphia

Cat Eadle  
Practical Maths  
Strategies

Fintan O'Regan  
ADHD classroom  
strategies

Georgina Durrant  
Managing SEND

SPONSOR? SPONSOR? SPONSOR? SPONSOR? SPONSOR? SPONSOR?

## The Isle of Wight Conference 2025 | Dyslexic Life With Jo Rees

After the SOLD OUT success of the 2024 conference we are back for a second year. We have taken the delegates' feedback into account and have a really exciting programme lined up for you. The theme, 'SO, WHAT NOW?', will focus on classroom strategies. Talks include; Dysgraphia, ADHD and Dyscalculia and managing SEND.

**When: 13th November 8:45- 4:45pm**

**Where: [Lakeside Park Hotel](#), Wootton, IOW, PO33 4LJ**

**Lunch Included**

**Free on-site parking**

**Close to [East Cowes](#), [Fishbourne](#), [Ryde Fastcat](#) and [Ryde Hover](#) Ferry terminals.**

**PRICE – £125 a delegate**

**Introducing our 2025 SPEAKERS...**

★ **Georgina Durrant:** Georgina will join us virtually and will be sharing inspirational insight on managing SEND in school.

★ **Cat Eadle** – Co-Founder of the Dyscalculia Network will deliver a practical and hands-on session all about maths support.

★ **Dr Helen Ross** – We welcome Helen back for a consecutive year, this time to talk to us all about Dysgraphia.

★ **Fintan O'Regan** – Fintan will talk us through strategies to manage ADHD within the classroom.

PLUS there will be table discussions, several companies displaying SEND interventions and support, and a panel Q and A with all the experts to round off the day.

**[Click here to secure your place today.](#)**

Gloucestershire  
PATOSS

<https://patoss-glos.wixsite.com/patoss>

Dr Georgia Niolaki and Dr Aris Terzopoulos will present their Spelling Profile Assessment (SPA), which identifies the key processes used for spelling, ie. phonology, orthography, morphology, and their role in spelling development and difficulties. It is useful to assess specific spelling challenges, as it identifies strengths/weaknesses in phonological encoding, whole word processing and morphological rules in spelling; it is thought to be one of the few tests that encompasses all of these spelling components. It also informs targeted interventions for pupils and can be mapped across the new definition of dyslexia (Carroll et al., 2025). The assessment is relevant for teachers, SENCOs, specialist assessors and researchers; it has been standardized in the UK using data obtained from primary school children in Reception to Year 6.

**THURSDAY 20<sup>TH</sup> NOVEMBER 2025**

**An Introduction to the Spelling Profile Assessment (SPA):  
a new spelling test for English primary school children.**

**A presentation from:**

**Dr Georgia Niolaki and Dr Aris Terzopoulos**

**7pm via Zoom**

**NB. The waiting room will be open at 6.45pm.**

**This event will be followed by the Patoss Glos AGM at 8.30pm.**

**Dr. Georgia Nikolai is Assistant Professor in Neurodiversity, University of Birmingham, Trustee of the BDA and a member of the SpLD Assessment Standards Committee (SASC).**

**Dr Aris Terzopoulos is Senior Lecturer in Developmental Psychology/Psychology and Education at Birmingham City University.**

**PATOSS members, SpLD/SEN/Educational, optometrists  
and other related professionals all welcome.**

**£5 Local Group Members; £10 National Members; £15 Non-members by BACS transfer**

**To book a place contact us by email at [patossglosevents@yahoo.co.uk](mailto:patossglosevents@yahoo.co.uk)**

### Save the date!

👉 27th November @ 7pm  
- a special episode of ANND... we are joined by  
the incredible Darren Clark 🌍 ★ ★ ★

Join us for this FREE, inspiring and insightful  
conversation as we talk with Darren about his  
amazing journey with [hashtag#Neurodiversity](https://twitter.com/hashtagNeurodiversity) ❤️

👉 Email Donna Stevenson for the Teams link to join [donna@neurobox.co.uk](mailto:donna@neurobox.co.uk)

**AN  
&ND**

Adult Network : Neurodiversity & Dyslexia




**BookTrust**  
Getting children reading

# Webinar: Developing a culture of reading for pleasure

Why book choice matters for children

4pm | Thursday  
20 November



**The Open University** **Reading for Pleasure**

Illustration © Sandhya Prabhat

## Don't miss our upcoming webinar for primary schools!

We'll be joined by our Writer in Residence Matt Goodfellow and [OU Reading for Pleasure](#) expert Debbie Thomas to explore the importance of book choice for children.

★ Discover our latest research on why book choice matters for children

★ Get top tips and practical insights to help you promote book choice in the classroom

★ Find out how BookTrust's resources can support you

Find out more and book your free spot here: [https://www.booktrust.org.uk/.../webinar-why-book.../...](https://www.booktrust.org.uk/.../webinar-why-book.../)

# CALLScotland

**Free webinars (Professional Learning)**

**30 minute online workshops delivered to your desktop.**

**From Speech to Mind Map: ivvi Notes in Action for Students with Dyslexia & ADHD**  
with Darius Namdaran and Jo Lee, ivvi Assistant Ltd



Register by scanning the QR code or go to [bit.ly/webinar121125](https://bit.ly/webinar121125)



Free Webinar  
4pm (GMT)  
12th November 2025

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

## **From Speech to Mind Map: ivvi Notes in Action for Students with Dyslexia & ADHD**

Darius Namdaran and Jo Lee, ivvi Assistant Ltd

12th November (4:00pm - 4:30pm)

## **Assistive Technology for Fun Activities!**

Bob Sagoo, Pretorian Technologies  
26th November (4:00pm - 4:30pm)

## **[see more webinars...](#)**

Free webinars (parent and carers)  
30 minute online workshops delivered to your desktop.

- **[Bookbug and Shared Reading](#)** - 17th November
- **[Doorway Online](#)** - 2nd December
- **[Communication Passports](#)** - 23rd February 2026

**[see more webinars...](#)**

## REMINDERS:

### 6th Annual Liverpool Dyslexia Conference

20 November  
9:30am to 4pm

Holiday Inn Liverpool  
Lime Street  
Liverpool L1 1NQ

Book now!

POSITIVE DYSLEXIA PRESENTS

AYOA

neuro box

# CONFERENCE SPEAKERS

## LIVERPOOL 20/11

 Lia Castiglione	 SallyAnn Morrison	 Colin Foley	 Natalie Brooks
 Jennie Guise	 Dylan Griffiths	 Kate Davies	 Mandy Whalley

More info visit our website [www.positivedyslexia.co.uk](http://www.positivedyslexia.co.uk)

Positive Dyslexia  
Engage Inspire Achieve



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

**Tuesday 25th November 2025**

Full details about speakers and booking

[Dyscalculia Conference 2025 - Drawn to Numbers: Empowering Children to Understand Maths - British Dyslexia Association](#)

# bett

● A Hyve Event

**21 - 23 January 2026**  
**ExCel, London**

Why attend?  
The UK's leading EdTech event, with a bigger and better SEND Village.

[Bett UK: Leading EdTech Event | 21-23 Jan 2026, ExCel London](#)



### Training Sessions

Whether you're just starting out or ready to level up, our online training sessions will help you get the most out of Widgit Symbols and software. Led by our fantastic Education Training Consultant, Eleanor, you can join a live session on Zoom or watch a pre-recorded version at your convenience.

- **Widgit Symbols Inspiration** – explore real-life case studies and discover how Widgit Symbols transform communication and learning. [Book a place](#)
- **Intro to Widgit Online** – perfect for beginners: learn the basics and create your first resources in Widgit Online. [Book a place](#)
- **Mastering Widgit Online** – already know the basics? Sharpen your skills with advanced features, tools and resource ideas. [Book a place](#)

**InPrint 4 Getting Started** – build confidence creating both bespoke and template-based resources in our desktop software, InPrint 4. [Book a place](#)

#### Autumn Pack

Celebrate the beauty of the season with 29 fun-filled activities! From colourful worksheets to wall displays and seasonal stories, this pack is perfect for exploring autumn in class or at home.

[Download Free](#)

#### Halloween Pack

Over 25 spooky games and activities! Enjoy word searches, colouring, pumpkin carving instructions and more. It also includes two themed books with symbol and text versions, plus vocabulary flashcards to boost understanding.

[Download Free](#)

#### Pumpkin Stencils

Get carving! This free download has 8 fun carving templates with Widgit Symbols and easy instructions, great for creative fun at home or school.

[Download Free](#)

#### Bonfire Night Pack

Remember, remember with 25+ resources exploring the Gunpowder Plot and Bonfire Night safety. Includes a symbol-supported story, number activities, colourful semantics and more!

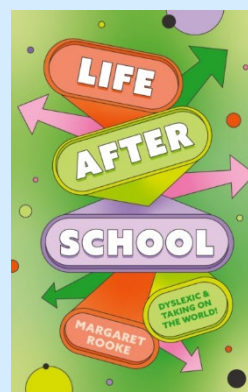
[Download Free](#)

### Claire Harvey • Head of Education at Helen Arkell Dyslexia Charity

I have thoroughly enjoyed reading Margaret Rook's latest book 'Life After School Dyslexic and Taking on the World'.

This is another truly inspirational book from Margaret with a strong message for young dyslexic people around believing in yourself, harnessing inherent strengths, working hard towards goals and moving forwards with confidence.

School years may be tough but Life After School does get better!



## Dr Martin Bloomfield • Relentless optimist

How does visual impairment (or blindness) impact upon dyslexia?  
Can you be blind and dyslexic?  
What about reading braille?  
Might this cause decoding problems?

This short video explores these questions and more:

### Visual Impairment and Dyslexia

You might be surprised!

Find us here: [Dyslexia Bytes - YouTube](#)



The Springfields Academy has recently been awarded the **Dyslexia Friendly School Status** by the British Dyslexia Association, officially recognising their commitment to supporting all learners. The following information is provided on the school website:

## The Springfields Academy - Dyslexia Friendly Schools Information

### **Welcome to Our Dyslexia Friendly Schools Award and Information Page**

This page is here to provide you with helpful **information, strategies, and resources** to support you and your child in understanding dyslexia. You'll find guidance on approaches that can make a difference both at home and in school, as well as resources to help raise awareness and celebrate learning differences. Our aim is to foster **positive self-worth and confidence** in all our children and young people.

We understand that it's not always easy for parents and carers to attend meetings or sessions in person, so we've created a collection of **informative videos** that you can watch or listen to at your convenience. Whether your child has a diagnosis of dyslexia, shows dyslexic traits, or experiences literacy difficulties linked to autism, we hope this page will be a valuable support tool for your family.



**Download guides, shareable facts and helpful tips here:**

[Literacy support for dyslexia that follows the Science of Reading](#)

[Free Resources | Nessy](#)



We've known the value of Dyslexic Thinking for a long time.

In 2018, our first report found that **Dyslexic Thinking matched the skills future workplaces needed**. Recognising this, **LinkedIn added it as a skill** in 2022.

Last year, our Intelligence 5.0 report showed that the **intelligence the world needs now has changed**.

For the first time - this new report, the Return on Dyslexic Thinking, outlines **the financial imperative to empower dyslexics**.

And poses the \$Trillion Dollar Question: can you afford NOT to empower Dyslexic Thinking?

And you can read the [Return on Dyslexic Thinking report here](#)

Take action into your own hands and learn about Dyslexic Thinking with our FREE courses, podcasts and resources.

**Free resources:** find lots of free resources on our website, from posters and to tips for parents and the workplace, including 5 things every manager can do, 5 tips to help dyslexics love literacy and 5 tips to learn tricky spellings.

**Podcasts:** Tune in to our chart-topping podcast, Lessons In Dyslexic Thinking, and be inspired by the world's greatest dyslexic thinkers, from . . .

**Princesses** (HRH Princess Beatrice and HRH Princess Zeid) to **Premier League footballers** (Joleon Lescott)

**Hollywood actors** (Michael Provost) to **World famous explorers** (Bob Ballard)

**Spies** (Jeremy Fleming) to **Space Scientists** (Dame Maggie Aderin-Pocock)

**Chefs** (Jamie Oliver & Marc Murphy) to **Changemakers** (Erin Brockovich)

**Courses:** Our workplace and education training is **FREE to ALL** on LinkedIn and on the Open University via the DyslexicU:

👉: [Workplace training](#)

👉: [Education training](#)

👉: [DyslexicU](#)

**Books:** Dive into our brilliant books to boost you – and your children's – understanding. THIS Is Dyslexia – my guide to Dyslexic Thinking, packed with tips and tricks to understand your dyslexic mind and tap into the limitless potential of your Dyslexic Thinking.

Available as an audiobook or as a paper copy

**Xtraordinary People** - Available as a paper copy

## What Dyslexic Thinking is worth to the economy

 **UK: Total £98.2B**

 **USA: Total \$652.0B**

 **Global: Total \$4.5T**



## Learn

Learn more about Dyslexic Thinking through:

1. **Our books**
2. **Training**
3. **Podcast**
4. **DyslexicU**

## [Discover activities by age](#)



### Ready to Raise your child's Reading Game?

Feel confident in developing reading at home with our range of year 4 activities.

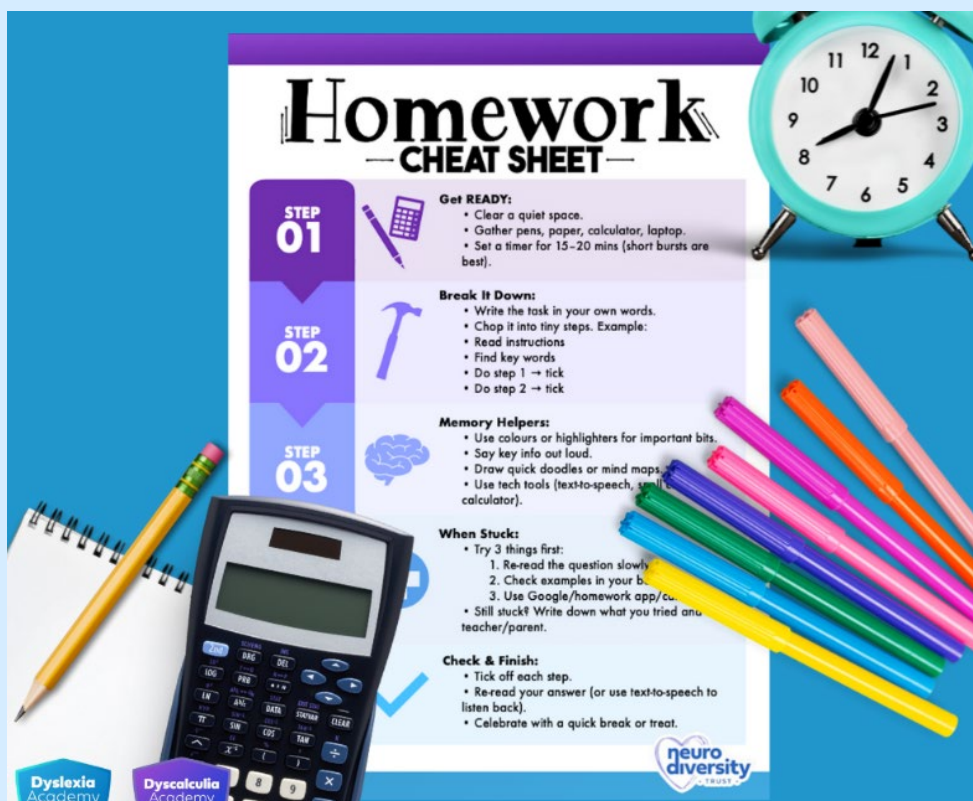
[Reading activities here](#)

**English** - Use Halloween prompts to write a spooky story! [Find them here](#)

**Maths** - Develop maths skills with this Autumn activity booklet. [Get yours here](#)

**Family Fun** - Have a go at this spooky scavenger hunt activity! [Download now](#)

**Wellbeing** - Feel encouraged with these positive cards for parents. [Download here](#)



## Offer from Katie Nelson:

So many of you reached out asking for the Homework Cheat Sheet I mentioned on Facebook recently - you can grab [HERE!](#)

It's just a simple 1-page roadmap I use at home with my own four neurodivergent children (dyslexia, dyscalculia, ADHD). It breaks homework down into small, calm steps so it feels doable instead of overwhelming.

Honestly, it's the thing that's helped us move from tears and battles... to "okay, we can actually do this." 💙



### Free ADHD Support Pack for parents

Our support pack for parents and carers is filled with practical advice and guidance aimed to empower them by providing an understanding of the condition. Discover expert-led top tips, advice and guidance to help families navigate the condition with confidence:

[Access now](#)

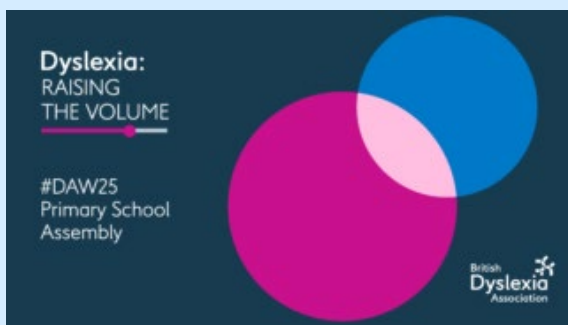
### ADHD and dysregulated behaviour

Dysregulated behaviour is a response that we may observe in children and young people when they are struggling to regulate their emotions and big feelings. In this article, we share tips to help manage and navigate these emotions: [Read more](#)

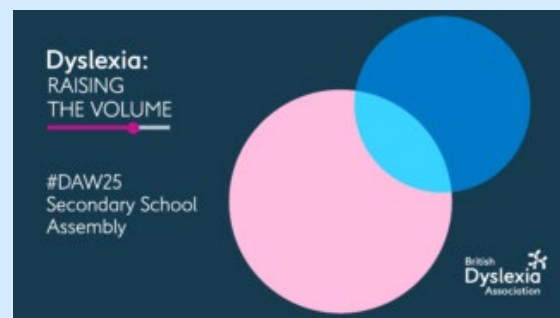
## BDA Interactive PowerPoints for Schools

### Raising the volume on dyslexia in the classroom

These presentations for Dyslexia Awareness Week are designed to challenge common myths and share truths. Through a quick and simple quiz format, you can test your knowledge and learn just how much dyslexia shapes the way people read, write, problem-solve, and create.



Primary School Assembly  
>> [DOWNLOAD](#)

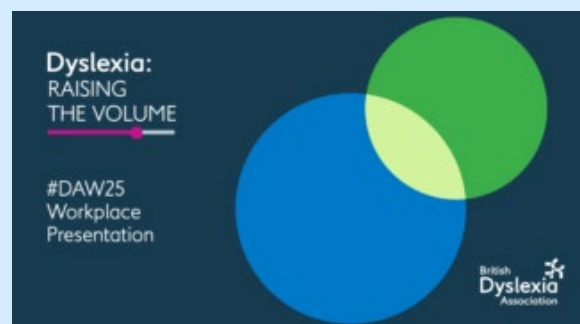


Secondary School Assembly  
>> [DOWNLOAD](#)

## Interactive PowerPoints for Workplaces

### Raising the volume on dyslexia in the workplace

This presentation for Dyslexia Awareness Week explores what dyslexia means in a workplace setting, breaking down myths and highlighting both challenges and strengths. You'll learn how dyslexia impacts day-to-day work, what reasonable adjustments look like, and how small changes can make a big difference.



Presentation - Dyslexia in the workplace  
>> [DOWNLOAD](#)



As part of Dyslexia Awareness Month, we spoke to analyst Joe, who told us about how he finds that his dyslexic thinking is embraced in the workplace.

Director GCHQ Anne Keast-Butler also discussed how talents such as Joe's are proving mission critical to how we help to keep the country safe.

*"Neurodiversity and dyslexic thinking are highly valued at GCHQ. In fact, they are mission critical. We need the right mix of minds to keep the country safe, and our neurodivergent staff can think creatively, spot patterns and solve problems that other employees might miss."*

- Anne Keast-Butler, Director GCHQ

(Made By Dyslexia 5.0 Report [MBD-Intelligence-5.0-Report.pdf](#))

**Dyslexic Thinking**

Every individual is different

As someone with dyslexia, it's empowering to work in an environment where neurodiversity not only understood, but embraced.

The inclusive culture here means you don't need to mask who you are. You're encouraged to bring your whole self to work - where different ways of thinking are seen as a real strength.

-Joe, Analyst

### Spotlight on Dyslexia

Some of our members share user stories on supporting dyslexia with AT.



#### TechEdology

After finding out she has dyslexia, Eva finished her undergrad with a 2:2. Eva then used Inspiration to study for an MSc in Environment Management at Lancaster University, as well as an Erasmus term; she hoped using Inspiration would boost her academic success. Inspiration helped Eva to complete her Masters with a **Distinction** and gave her the confidence to work towards a PhD. Eva says she would "definitely recommend Inspiration to anybody, as a visual way of processing information, and believes any limitations can be overcome with Inspiration!"

[Read more about Eva's story](#)

#### CareScribe

Reclaiming focus and productivity with CaptionEd.

This is the story of Kim, an assistive technology user who is dyslexic and has ADHD. She's a Strategic Lead at Greater Manchester Mental Health NHS Foundation Trust who has used CaptionEd to support her thriving career and the pressures that go along with it.

[Read Kim's story here.](#)



### [Ella Norrie - Dyslexia Story - YouTube](#)

CLIP: *"The system's broken, not your brain"*

Ella Norrie reflects on her school experiences, from receiving a dyslexia diagnosis to navigating stigma, insecurity, and daily obstacles. She shares how understanding, support, and acceptance in the workplace have been key to building confidence and excelling in her role.

**MORE STORIES at [Your Stories - British Dyslexia Association](#)**



▶ [Penny Lancaster - Talking Dyslexia Podcast](#) – very short – just 39 secs!

Penny Lancaster – Dyslexia, Confidence, and Speaking Out Model and TV personality  
Penny Lancaster opens up about her late dyslexia diagnosis, how it shaped her life, and why she's now a proud ambassador for the British Dyslexia Association.

## And finally . . .



	<b>Equality is everyone getting a drink.</b>
	<b>Diversity is everyone getting a different type of drink.</b>
	<b>Equity is everyone getting a drink they like.</b>
	<b>Acceptance is understanding we all like different drinks.</b>
	<b>Belonging is having the drink you want without fear of judgment.</b>

[Laura Aldalou | LinkedIn](#)

## Caroline Fowke

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**Easyfundraising:** Get free cashback for Wiltshire Dyslexia Association when you shop online! Sign up and your favourite retailers will donate every time you shop – at no extra cost to you. <https://join.easyfundraising.org.uk/wiltshiredyslexia/OXRQZC/c2s/vYomiKef/SPT29/facebook/>