

WDA Newsletter 2026

Issue 2 - February



Welcome to our latest WDA newsletter.

WILTSHIRE NEWS & EVENTS

Dyslexia Workshop For Parents And Carers (Online Live)



Wednesday 4th March 2026
17:00 - 18:30 | Microsoft Teams

This session will allow parents and carers to find out what dyslexia is, how schools and other agencies in Wiltshire identify and support literacy difficulties, and ways to help at home.

By the end of the session participants will:

- have an understanding of what dyslexia is
- be aware of the support available in Wiltshire
- have learnt some strategies to support at home

Microsoft Teams [Need help?](#)

[Link to join the meeting](#)

Meeting ID: 394 088 075 866 1

Passcode: Qw787n7U

This session is only available to join live; no recording will be available after the event.

Audience - Wiltshire primary and secondary school parents and carers.

Schools – Please forward the link to parents who wish to attend, or host parents in school. Only one contact person from each school needs to book on. A template email for sharing the link with parents will be available in your 'course documents' which can be accessed from your confirmation email.

FREE DYSLEXIA TRAINING – FACE TO FACE



Thursday 21st May 2026
Devizes Town Hall
9.30am - 4pm



The Wiltshire Dyslexia Association is again supporting schools with another FREE face-to-face dyslexia training day.

[Book on Right Choice](#)

Please share with Wiltshire schools!

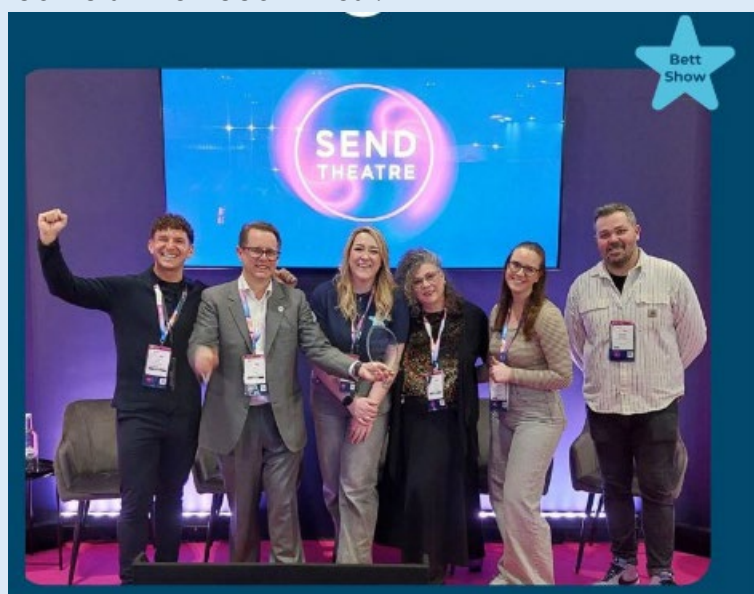
CONGRATULATIONS to Wiltshire based Scanning Pens!



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

Still beaming from Scanning Pens winning the Kids Judge BETT Award for Best Assistive Technology 2026! 🏆

Hearing pupils themselves recognise the C-Pen Reader 2 for the real impact it has on confidence, independence and access is incredibly meaningful. This award isn't just a celebration for our team it's a reminder of how powerful the right assistive technology can be when it reaches the hands of learners who need it most.



If you're an educator, AT lead or inclusion champion with stories about how reading support tools are changing outcomes in your setting, I'd love to amplify your work.

Let's keep building environments where every learner can thrive.



Schools . . . please check out training opportunities at

[SSENS Training Courses | Right Choice](#)

New assistive technology on bite size training clips:

Miles Pilling has created a series of short training videos on using assistive technology to support learners. These training videos are now available to watch on: [Assistive Technology Skills Toolbox \(Pre-recorded\) | Right Choice](#)



How to contact the SEND service

If you need advice or support from the Special Educational Needs and Disability (SEND) Service, there are several ways to get in touch. In the first instance, please contact your SEND Lead Worker, if you know who this is. If you're unsure which team you need, please call 01225 712620 as our Single Point of Contact. You will be given options to reach the right team, and a duty SEND Lead Worker will be available to assist with your enquiry.

Opening hours:

- Monday - Thursday: 9am – 4.30pm
- Friday: 9am – 4pm

[Find out more about the SEND Service, including team roles and how they support children and young people](#)

Ways into Work Roadshow

The Ways into Work Roadshow is running until July 2026, offering free advice and support to help people take steps towards employment.

It's aimed at:

- Young people with SEND leaving education in the next couple of years
- Parents and carers supporting a young person with SEND
- Young people and adults ready to move into work
- Anyone who wants to work but isn't sure where to start

This page is always being updated with new events, if you don't see something that suits your needs contact the services from [Employment and Community skills](#) or [Family and Community Learning](#) to find out what else may be on offer.

[Find out more about the Ways into Work Roadshow](#)

Wiltshire Libraries Go All In for National Year of Reading



Wiltshire Libraries are taking part in the National Year of Reading 2026, a UK-wide campaign designed to help more people rediscover their joy of reading and make it a natural part of everyday life.

The campaign - "Go All In" - focuses on reconnecting reading with things people already enjoy - from music, sport and film to food, creativity and family time - showing that reading doesn't have to compete with modern life but can easily fit alongside it and help improve wellbeing.

Throughout 2026, Wiltshire Libraries will be hosting a wide range of events and activities aimed at bringing people together, sparking imagination and encouraging residents to discover or rediscover a love of reading. These include author talks, Big Library Reads, creative writing sessions and theatre events, with something planned for all ages and interests.

A number of authors, illustrators and creatives will be visiting libraries across the county during the year, including Dr Lucy Andrew, Rebecca Bagley, August Bloom, Rachel Brimble, Clare Chambers, David Clensy, Sophie Cleverly, Jacqueline Crooks, Rowan Foxwood, Matthew Harffy, Shohaib Ismail, Doug Naylor, Tom Palmer, Jenny Pearson, Hannah Richell, Fiona Robertson, LJ Ross, Kristina Stephenson, Jack Strange, Hana Tooke and Holly Webb - with more events to be announced.

As part of the programme, Wiltshire Libraries are also promoting Big Library Reads, a shared reading experience available to library members through the Libby app. The first title, *Everything is Beautiful and Everything Hurts* by Josie Shapiro, is available now as an eBook and Audiobook, free to borrow for library members.

Cllr Mel Jacob, Cabinet Member for Libraries, said: Wiltshire Libraries are proud to be taking part in the National Year of Reading. It's a chance to help more people rediscover their enjoyment of reading, and to show it can sit alongside the things people already do in everyday life.

Throughout the year, our libraries will be hosting author talks, Big Library Reads and a wide range of events and activities for all ages - bringing people together and sparking imagination.

Our Wiltshire Plan sets out an ambition for wider cultural participation and improved wellbeing. The National Year of Reading supports this by providing a national focus that will help Wiltshire Libraries reach more residents and broaden engagement throughout 2026.

Details of Wiltshire Libraries events running up to the end of March are available on the events page at [Libraries - What's on](#), with more activities planned throughout the year. Library staff and volunteers are also on hand to help anyone who would like support joining the library for free or accessing digital reading through the Libby app.

Further information about the National Year of Reading can be found at [Go All In](#).

Explore the topic: [Libraries news](#)

Upcoming Schools White Paper



We are extremely aware of the anxiety parent carers are experiencing across the country as we all wait to see what the Schools White Paper will bring. We understand that there have been, and are likely to continue to be, unsettling media leaks about the upcoming Schools White Paper.

The DfE has a clear policy that it will not comment on leaks, which is why there is no response from the DfE that we can share with you at this time.

The National Network of Parent Carer Forums (NNPCF) has contacted all parent carer forums to say that while they are not able to comment on speculation or leaks, the NNPCF would like to reassure families that they remain closely involved in ongoing discussions at government level. As part of the SEND Development Group, they continue to meet weekly with Minister Gould (Minister for School Standards). Feedback from national conversations with parent carers, along with sessions hosted with parent carer forums over a number of months with the Secretary of State for Education (Bridget Phillipson), Minister Gould, and Early Years Minister Olivia Bailey, is all being actively fed into current policy discussions.

The NNPCF is lobbying strongly for a fair, transparent, and accountable system that genuinely benefits and improves outcomes for children and young people with SEND. At the same time, they continue to provide robust strategic challenge on behalf of those children who are being failed by the system right now, and those for whom reform may come too late.

The WPC will continue to promote any updates as we receive them.

Reverse Jobs Fair – helping young people with SEND into work

Wiltshire Employment Support Team and the Special Educational Needs and Disabilities (SEND) Employment forum are working together to help young people with special educational needs and disabilities into work.

A reverse jobs fair is an event for customers working with a Wiltshire Employment Support Team (WEST) job coach and registered to the service to showcase their skills, experience, talents and aspirations. Explaining to potential employers why they would be a good fit for a job role. Rather than employers taking the lead, the responsibility is on the job seekers to set up individual stalls to highlight their skills and abilities.

Each person will have their own stall and display board that employers can come and visit to find out more about the person, allowing them to engage with a range of employers without the pressure of a formal interview.

A reverse jobs fair provides job seekers with opportunities to develop their communication, confidence and networking skills, and are often the first time they have engaged with employers.

Date: Wednesday 18th March 2026

Time: 10am to 2pm

Location: County Hall Atrium, Trowbridge

Please speak directly to your job coach with the Wiltshire Employment Support Team to be part of this fantastic event.

Interested employers: please email one of the team at west.cc@wiltshire.gov.uk or phone: 01225 71800

To give an idea of what to expect, here is a [short film of last year's Reverse Jobs Fair](#).

Parent Carer Groups

Please see the following Parent Carer Group over the next few months as well as where and when they will be held:

March

- Monday 2nd March 2026 at 10:30am to 12:00pm - Cesar's Coffee
- 29 The Gateway, Bythesea Road, Trowbridge, BA14 8FZ
- Wednesday 4th March 2026 at 10:30am to 12:00pm - Cosy Club
- 49 New Street, Salisbury SP1 2PH
- Wednesday 18th March 2026 at 10:30am to 12:00pm - The Bear Hotel
- 2-3 The Market Place, Devizes, SN10 1HS
- Monday 30th March 2026 at 10:30am to 12:00pm - The Bear Hotel
- 2-3 The Market Place, Devizes, SN10 1HS

April

- Wednesday 1st April 2026 at 10:30am to 12:00pm - Cosy Club
- 49 New Street, Salisbury SP1 2PH
- Wednesday 15th April 2026 at 10:30am to 12:00pm - The Bear Hotel
- 2-3 The Market Place, Devizes, SN10 1HS
- Monday 27th April 2026 at 10:30am to 12:00pm - Cesar's Coffee
- 29 The Gateway, Bythesea Road, Trowbridge, BA14 8FZ

Parent Carer Virtual Groups

- Thursday 26th February 2026 at 7:00pm to 8:00pm (Drop-in)
- Thursday 26th March 2026 at 7:00pm to 8:00pm (Drop-in)
- Thursday 23rd April 2026 at 7:00pm to 8:00pm (Drop-in)
- Thursday 21st May 2026 at 7:00pm to 8:00pm (Drop-in)
- Thursday 25th June 2026 at 7:00pm to 8:00pm (Drop-in)

Are you Supporting a Neurodivergent Child or Teen?

Supporting My Neurodivergent Young Person (SMNYP) sessions share practical strategies and the chance to connect with other families who understand. Sessions will explore topics like communication, sensory differences, attention and behaviour; with plenty of discussion and shared experiences.

Choose the session that works for you:

- **KS1:** four **online sessions** starting **25th February 2026**
- **Teens:** six **in-person sessions** in **Warminster** starting **9th March**
- **KS2:** two **in-person sessions** in **Chippenham** starting **12th March**

You can find out more about these free courses, find more dates and locations, and how to book a place on a course [HERE](#).

The WDA welcomed NoticeAbility to Wiltshire in 2022



Dean Bragonier, founder of [NoticeAbility](#), visited the UK in March 2022 when we had the pleasure of facilitating a workshop in Swindon for dyslexic students.

Left to right:
David Williams
Helen Ross
Bodhi Bragonier
Dean Bragonier
(Caroline Fowke took the photograph!)

Dean created NoticeAbility which is a nonprofit organization dedicated to helping students with dyslexia thrive by identifying their unique strengths and building self-esteem. *"We incorporate the neuroscience of dyslexia, the best practices of special education, and the power of EdTech to construct enrichment curricula and teacher training programs for global distribution."*

The WDA included a full report in our WDA April 2022 newsletter, and the BDA included an article about Dean's visit in the October 2022 BDA Contact Magazine.



ANNOUNCEMENT from Dean!

[NoticeAbility](#) - [The Empowerment Roadmap](#) | [NoticeAbility](#)

A promotional graphic for the "Empowerment Roadmap Course". It features the NoticeAbility* logo at the top. The main text asks "Newly Diagnosed with Dyslexia?" and states "We Made This Just for You." Below this, a white box contains the course title "Empowerment Roadmap Course" and three bullet points: "FREE Online Course", "For Parents & Kids Ages 5-8", and "Tools to Build Confidence at Home & School". A red banner at the bottom of the white box says "NOW AVAILABLE FOR FREE". A red starburst icon on the left says "FREE COURSE".

We're so excited to announce our brand-new FREE **Empowerment Roadmap Course** - made just for families navigating a new dyslexia diagnosis.

This self-paced course is designed for children ages 5–8 and their caregivers. It's packed with tools that build confidence, nurture self-esteem, and help kids succeed both at home and in the classroom.

- ✨ Short videos for parents
- ✨ Kid-friendly learning strategies
- ✨ Printable resources for daily support

Enroll today - completely FREE.
[The Empowerment Roadmap](#)
See more at noticeability.org



With thanks to the WPC for this summary of SEND national news:

Latest Government Announcements and DfE Press Releases

The Government has recently announced a number of policy developments and funding decisions affecting SEND system, which we have tried to summarise below.

1. Schools to be Inclusive by Design

Government policy continues to emphasise that mainstream schools should be able to support children with SEND effectively. Recent statements and planning documents indicate a shift towards making educational settings more *inclusive by design* through investment in specialist calm learning spaces and dedicated support bases, helping pupils remain in their local schools wherever possible. The DfE has said it expects every secondary school in England to have an “inclusion base” over time.

2. Final Local Government Finance Settlement

The **Final Local Government Finance Settlement** for 2026/27 to 2028/29 was laid before Parliament in early February, confirming around £78 billion in funding for English councils. The Government has set out how it intends to address councils accumulated SEND deficits, confirming it will cover 90% of these shortfalls. A grant will be provided in Autumn 2026 to enable councils to clear their deficits, subject to each local authority submitting a local SEND reform plan and securing approval from the Department for Education (DfE).

3. £200 Million SEND Teacher Training Programme

Described as the most ambitious national SEND training offer ever in the English education system, a new **£200 million investment** has been announced to improve SEND training for teachers and education professionals across England. The Department for Education has said this will ensure *every teacher* receives training on SEND and inclusion, supported by changes to the SEND Code of Practice to embed these expectations legally into school staff development.

4. Government to Introduce Academy Trust Inspections

In a move to strengthen accountability, the government has tabled an amendment to the **Children’s Wellbeing and Schools Bill** to introduce inspection of multi-academy trusts (MATs) for the first time. These inspections, to be delivered by Ofsted or designated bodies, are intended to boost transparency for parents and ensure academy trusts are delivering high standards of education and support for all pupils, including those with SEND.

5. £3 billion Investment to End Postcode Lottery for Children with SEND

A major **£3 billion investment** has been confirmed to help reduce the postcode lottery in SEND provision. This funding aims to create tens of thousands of new specialist and inclusive places in mainstream schools and dedicated calm learning spaces across the country, so more children can access the right support closer to home rather than travelling long distances for specialist provision.

In addition to the further information available via each of the links to pages on the GOV.UK above, you can read responses from the National Network of Parent Carer Forums (NNPCF) [HERE](#).



Inclusion bases: a new label, a big ambition, same unanswered questions

Another day, another announcement. No sooner has the [government's 90% SEND debt write-off](#) lifted the funding Sword of Damocles off councils, than more school plans are announced. [This video](#) by the Education Secretary suggests the fabled Schools White Paper is to drawing ever nearer, but at this rate, what good news can there be left to announce?

Today's missive concerns £1 billion for "the school estate". In other words, buildings. Specifically, crumbling buildings, leaky roofs...

Of greater interest for us is the news of a new name for mainstream *SEN units and resourced provision and pupil support units* – what has been acronymed "SURPS". No one wants them to be dubbed Slurps by the likes of us...

Instead, the DfE has come up with an umbrella term of "inclusion bases" . . .

Read on using link in title.



National Education Union announces support for the #SaveOurChildrensRights campaign to protect SEND legal rights - Special Needs Jungle

The Save Our Children's Rights campaign has had a boost with the news that the [National Education Union](#) (NEU), the UK's largest education union representing teachers, teaching assistants and support staff, is supporting our efforts to protect children and young people's legal rights to an education that meets their needs. If the Government plans [...] [Read More](#)

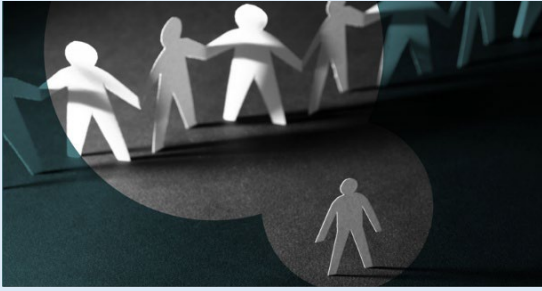
£200m Boost for SEND Training

We welcomed the Department for Education's announcement of £200m extra investment in SEND training for teachers and school staff, supporting children with SEND, including those with dyslexia.



The development of a national SEND training package for schools and colleges is a positive step forward, reflecting teachers' need for practical, high-quality training. We look forward to working with the Department to ensure all staff are equipped to meet the needs of every child in their classroom.

Read more at [£23m expansion of school edtech and AI pilot announced](#)



'Inclusion bases' expectation for all secondary schools

All secondary schools will be expected to have “inclusion bases” where “pupils can access targeted support that bridges the gap between mainstream and specialist provision”, the government has said.

The expectation will form part of the Department for Education’s estates strategy, due to be published later today, and comes amid a wider push for more pupils with special educational needs and disabilities (SEND) to learn in mainstream schools.

It also comes as the school sector and the families it serves await an increasingly-delayed schools white paper, which will set out wider reforms to the SEND system.

Schools Week revealed last week how some of those reforms have already begun at a local level, and government confirmed this week it would write off the majority of high needs deficits accrued so far by councils.

The government has only released limited information about its plan ahead of publication, and details of how it will work in practice are scarce.

The DfE said that, “as part of the drive to make schools more inclusive by design, we expect every secondary school will, in time, have an inclusion base”.

Such bases would be a “dedicated safe space away from busy classrooms where pupils can access targeted support that bridges the gap between mainstream and specialist provision”.

Read full article at: [Inclusion bases' expectation for all secondary schools](#)



Here's what matters most ahead of SEND reforms

Our head of policy Una explains that no matter what anyone tells you about changes to the SEND system in England, [your child's current rights haven't changed.](#)

For some children, access to a dedicated space where they can go for a bit of extra support makes all the difference. That's why we're investing over £3.7bn to create 60,000 SEND places and making sure all new secondaries have inclusion bases. Safe spaces. Targeted support. A place to achieve and thrive.

We're the UK Government's department for opportunity, mission-driven to break the link between background and success.

Head to [Department for Education - GOV.UK](#) for more information.

The Education Hub is a site for parents, pupils, education professionals and the media that captures all you need to know about the education system: <https://educationhub.blog.gov.uk/>



IPSEA

£5bn council SEND debts to be paid off by government - BBC News

The government has announced that councils will be eligible for a grant covering 90% of their deficits, subject to Department for Education approval of local SEND reform plans. But the critical question is what local authorities will have to agree to in return for this bailout.

Our previous research into the SEND Safety Valve programme (linked in the comments) shows that when funding is tied to cost reduction, the impact is felt by children and young people: fewer EHC needs assessments, reduction in special school placements, and increased gatekeeping of legal rights.

We continue to raise concerns about the misleading and harmful narrative that frames children's and young people's legal rights as a driver of rising costs and systemic strain. The law is clear that support must be provided based on individual need. SEND legal rights are essential, not optional, negotiable or discretionary. Presenting statutory duties as a financial burden, risks legitimising unlawful gatekeeping by local authorities.

Families are already fighting every day for the provision that their children are legally entitled to, and should not also have to fight narratives that undermine or devalue those rights:

[£5bn council SEND debts to be paid off by government - BBC News](#)



We are commissioning research to explore the experiences of dyslexic adults in England!

We are looking for researchers to help us develop a robust evidence base around the challenges adults face in work and everyday life, what support is available, and the changes they want to see.

The findings will help inform our policy development and campaigning activity, improve employer practice, and increasing public awareness, helping to drive more inclusive environments.

Deadline for proposals is 2 March. Apply here: <https://bit.ly/3MueKsg>

Get writing researcher friends!

[Adults with dyslexia research – Invitation to tender - British Dyslexia Association](#)



This month, we're putting your voice front and centre. We're excited to launch a brand **NEW global survey**, and we want to hear from you.

Plus, we're launching a NEW course on the DyslexicU, the University of Dyslexic Thinking: **Communicators & Smart Brevity**. Find out what makes dyslexics such powerful communicators and supercharge your skills with our free course: Communicators & Smart Brevity on DyslexicU, powered by The Open University. 🙌 www.dyslexicu.org

We're launching a NEW global survey - and we need your voice.

✓#DyslexicThinking is an official skill on [LinkedIn](#)

It's long been used by dyslexics to build super successful careers and businesses.

And now it's the most sought-after workplace skill with an estimated worth \$4.5 trillion globally!

BUT - how well do our schools value and understand Dyslexic Thinking?

📄 We're launching a NEW global survey to find out - and we need YOUR voice.

It takes just 3 minutes, and your insight will help us drive real change for dyslexic children in 2026 and beyond.

🙌 Have your say here: <https://www.surveymonkey.com/r/DyslexicStrengthsInSchools>

Lost in the system: Councils' blind spot on dyslexia

We are writing to share with you a new British Dyslexia Association report, 'Lost in the system: Councils' blind spot on dyslexia' which highlights significant gaps in the identification and support of dyslexic children across England.



Key findings:

- Only **three local authorities** were able to report how many dyslexic children and young people live in their area.
- There are an estimated **900,000 dyslexic children in schools** (around **three in every classroom**), yet fewer than **2% of local authorities** could provide any figures.
- Where data exists, it falls far below the expected **10% prevalence rate**, suggesting many children remain unidentified and unsupported.
- Local authority approaches vary widely. Some provide clear guidance and specialist support, while others leave responsibility entirely to schools or do not recognise dyslexia as a valid diagnostic term.
- Fewer than half employ specialists such as Educational Psychologists or Specialist Teachers, and around a third provide **no guidance at all** on identifying or supporting dyslexia or wider literacy difficulties.

Why this matters:

The lack of consistent identification and support has significant consequences. National data show persistent underachievement linked to dyslexia and literacy difficulties. In 2024, **26% of 11-year-olds** left primary school without meeting the expected reading standard.

Our recommendation:

We're calling on government and local authorities to **record dyslexia in education datasets**, making learners visible and enabling outcomes to be tracked, support to be targeted, and provision to be monitored effectively.

[Read the full report](#)

We encourage you to share this information with colleagues and networks to raise awareness of the issue and support efforts to improve outcomes for dyslexic learners.

Examples of social media copy:

- The British Dyslexia Association report reveals that 900,000 dyslexic children in England are largely invisible in local authority data, highlighting an urgent need for proper recording and support.
- A new report from the British Dyslexia Association shows that fewer than 2% of local authorities know how many dyslexic children are in their area, leaving thousands without support.

The British Dyslexia Association report exposes serious gaps in dyslexia support, with many local authorities lacking specialist staff and guidance for dyslexic children.



Neurodiversity 101:

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

What lens are you looking through?

What we see in a child depends less on the child and more on the lens we bring. Every professional looks through the filter of their own training, experience and system priorities.

A teacher may see “attention difficulties” or 'behaviours' or literacy challenges.

A clinician may see a specific diagnosis e.g. ADHD or Autism

An Occupational Therapist may see DCD

A speech and language therapist may see DLD or Autism

A social worker may see “trauma/attachment” or in-care challenges.

Each may be partly right, but none is sufficient on its own or seeing a child as a whole.

The difficulty is that many conditions co-occur. ADHD, autism, DCD, DLD, anxiety and trauma rarely exist in isolation. Yet services are still designed as if they do. We over-privilege one explanation and under-notice the rest.

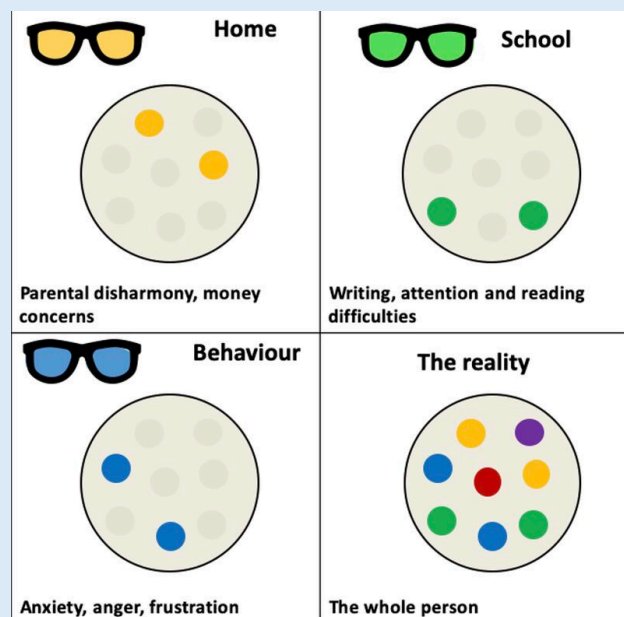
Attachment and trauma are vital frameworks, but when they become the only story, neurodevelopmental differences disappear from view. The child becomes misread, and support becomes misaligned.

This is not about professional failure. It is about system design. We train in silos, commission in silos and assess in silos.

True inclusion requires intersectional thinking:

*Not either/or, but and.

*Not replacement of one model with another, but integration.



What we see shapes what we offer. And what we offer shapes a child’s future.

[From diagnosis to dynamic profiling - how digital tools can drive equity](#)

For decades, we’ve organised neurodevelopmental differences into categories — autism, ADHD, dyslexia, developmental coordination disorder, and others — as though each existed in isolation. Yet, as decades of research now show, human development doesn’t work like that. Co-occurrence is the norm, not the exception. Boundaries blur, needs change, and people grow and adapt across time and context.

Read on to find out why the categorical model no longer works:

[From diagnosis to dynamic profiling — how digital tools can drive equity](#)

Asking for help is not so easy but helps the helper too!

Why we need to help people to ask for help

I am very poor at asking for help. I go it alone. I don't want to think others think I am weak.... even though my friends and family are there for me and would help if I needed it. Most of my poor help seeking is based in an internal battle with me.

Even when support is available, asking for help isn't always easy. A systematic review and meta-analysis by Zhao and colleagues (2025) in the *Journal of Child Psychology and Psychiatry* found that only **28% of university students** with mental health challenges actually sought professional help, even though **41% said they intended to**.

That gap between intention and action tells a bigger story and one not limited to students. It reflects a wider social and psychological pattern that affects people in workplaces, schools, and communities alike. I think it is something we should be discussing in schools and in workplaces too.... read on using link in title above.

Bookmark Reading Charity | Mind the Gap: the importance of reading in the teenage years

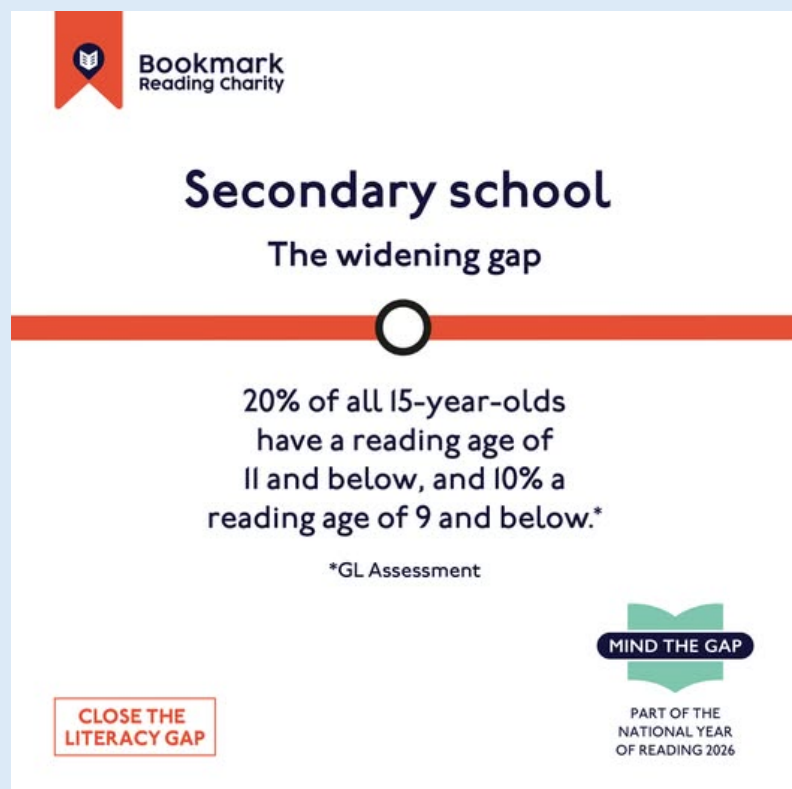
Discover more ways to encourage teen reading in our recent blog – click on link in title above.

As children enter their teenage years, the literacy gap widens – with 20% of all 15-year-olds having a reading age of 11 and below, and 10% having a reading age of 9 and below.

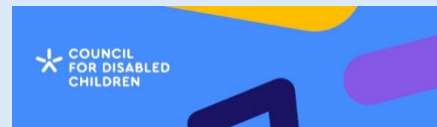
Competing distractions, including technology, make it hard for teenagers to engage with reading.

Leaving secondary school with poor literacy skills affects confidence and limits life paths.

By recognising modern ways of reading, championing choice and prioritising representation, we can make reading feel relevant for teenagers again – and stop the growing literacy gap in its tracks.



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



Inside this edition, you can find:

- [A system in crisis or articulating its challenges?](#) – CDC's Director, Amanda Allard looks ahead to the planned SEND reforms expected in the School's White Paper.
- [SEND Awards 2026](#) – Nominations open for ten award categories ahead of the 23 April ceremony at the University of Birmingham.
- [£200 million investment in SEND training](#) - NCB's response to the announcement.
- [Our Turn to Talk: Youth voices on AI](#) - The latest episode of NCB's youth-led podcast.
- [CDC'S Local Area Support Offer](#) - How CDC can help local area leaders and their partners address challenges in local SEND systems.
- [Effective Practice Case Studies Survey](#) - Have your say on the What Works in SEND Case Studies.
- [Anti-Bullying Alliance CPD Training](#) - Bookings for March and April sessions now available.
- [National SENDIAS Data Report 2025–26](#) – Explore insights into the pressures, capacity, and impact of SENDIAS services across England.

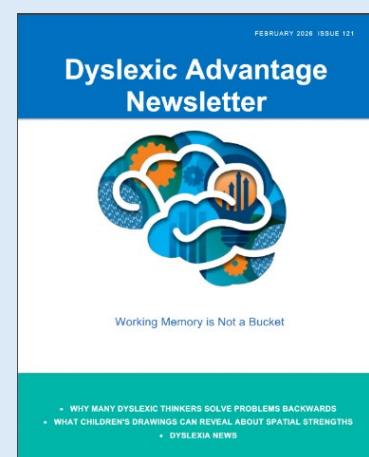
Our [February 2026 Newsletter](#)

- Working Memory isn't a Bucket
- Why Many Dyslexics Solve Problems Backwards
- What Students' Drawings Reveal about Spatial Strengths and Latest Dyslexia News

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](#)



**neuro
box**

If you're looking to dive deeper into neuroinclusion, [our Resources Page](#) has everything you need in one place. From last year's popular webinar series to our latest blogs, upcoming events, and a growing library of practical tools, it's designed to support you wherever you are on your learning journey.

Whether you want to revisit expert insights, explore new perspectives, or stay ahead of what's coming next, you'll find a wealth of content ready to explore: [Resources Page](#)



EVENTS

Which
Dyslexia Tech
Really Works?

Webinar | February 25, 2026
9:30 - 10:15


Dr Helen Ross
Assistant Professor Dyslexia
University of Birmingham


Matt Dean
CEO, AT superstore

**FREE
DYSLEXIA
GUIDE!**

AT Superstore

WEBINAR

**Wednesday 25 February
9.30 – 10.15**

[AT Superstore](#)

This isn't another fluffy dyslexia tech guide. It's a free, evidence-informed resource built to help schools and SEN professionals understand how technology can genuinely support dyslexic learners - and how to use it well.

Created in collaboration with [Dr Helen Ross](#), Assistant Professor at the University of Birmingham and specialist in dyslexia and SpLDs, and AT Superstore, this guide draws directly on research and real classroom practice - not trends or quick fixes.

To launch the guide, join Dr Helen Ross and [Matt Dean](#), CEO of AT Superstore, for a live webinar where they'll talk through:

- The research principles behind effective dyslexia support
- How different types of technology support reading, writing, and learning
- What schools should consider when selecting and implementing assistive tech
- Practical takeaways you can actually use

👉 **Register to attend and download your free copy of "The School Guide to Supporting Dyslexia with Technology."**

Supporting the SEN community with clear, trustworthy resources is part of our mission at AT Superstore - we hope you'll join us.

👉 **Sign up to access the guide and webinar: <https://lnkd.in/eQinGH5Z>**



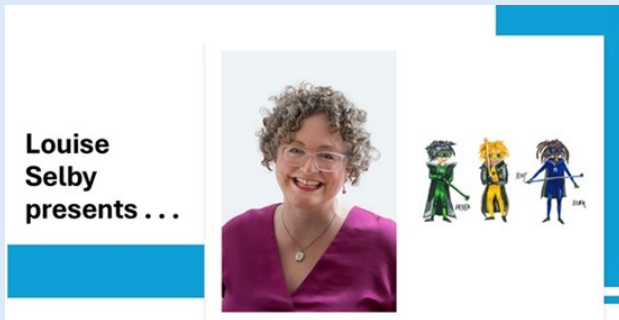
Register for our upcoming webinar

Masking In Schools: How To Spot The Signs

25th February at 10 am

Interested, but can't make it?

Register, and you'll automatically receive a copy of the recordings, even if you don't attend.



Morph Mastery for Tutors: A Five-Part Webinar Series with Louise Selby

Strengthen literacy teaching through morphology.

This series of five optional with Louise Selby gives teachers and support tutors a practical understanding of why morphological knowledge is vital - and how to embed it effectively in the classroom.

Each webinar lasts 75 minutes, including a 15-minute live Q&A, and you can book the *full series* or choose *individual sessions*.

What you'll gain

- A clear grasp of the role of morphology in reading, spelling and vocabulary
- Practical approaches for primary and secondary literacy teaching
- Strategies to assess and plan for morphological development
- Tools to refine and enhance current teaching practice

Webinar Schedule

[Session 1: Background](#) 25 February 2026

[Session 2: Assessment & Planning](#) 4 March 2026

[Session 3: Teaching Morphemes for Spelling and Reading](#) 11 March 2026

[Session 4: Grammar, Word Structure and Vocabulary](#) 18 March 2026

[Session 5: Bringing It All Together](#) 25 March 2026

Special Offer

Attendees receive a **20% discount** on the full-price *Morph Mastery* book from Routledge.

Who is it for?

- Specialist teachers
- Support tutors
- Teachers wanting to strengthen their literacy toolkit
- No prior knowledge required (Session 1 covers the basics)
- Ideal for practitioners already using morphology who want to deepen their approach

Dates & Fees

Starts: Wednesday 25 February 2026, 3.30-4.45pm

Full Series:

- Members: **£150**
- Non-Members: **£180**

Individual Sessions:

- Members: **£33**
- Non-Members: **£39**

All delegates receive four weeks' access to the session recordings, whether or not they attend the live webinar.

Secure Your Place Today ([click here to book series](#))

Dyscalculia Day



Dyscalculia Day (3rd March) is back!

We have provided a set of FREE downloadable activities for Primary/Secondary schools including our hugely popular 'Dyscalculia Assemblies'.

Available to download FREE -

<https://dyscalculianetwork.com/intervention-top-tips/>

All of the great activities for Dyscalculia Day are detailed on our website at -

<https://dyscalculianetwork.com/dyscalculia-day-2026/>

Dyscalculia Day aims to raise awareness of dyscalculia and other specific learning difficulties in maths, highlight the challenges faced by those with dyscalculia, and provide educational resources and promote understanding in schools, homes, and workplaces. It aims to increase awareness, reduce stigma, and advocate for better support and accommodations for people with dyscalculia.

All the information can be found on our website:

<https://dyscalculianetwork.com/dyscalculia-day-2026/>

**Numeracy in work –
the model of quiet inclusion.**
Workplace Webinar -Online and Recorded

Tuesday 3 March
10 am (GMT)
(ten o'clock in the morning / 10:00)
Pete Jarrett

In this session, Pete will explore numerical cognition, our perceptions of maths, and things he has learnt from talking to people with lived experience of dyscalculia and other maths learning difficulties, to shine a light on how good communication and holistic solutions can be implemented that benefit everyone in the workplace.

Book your place today
dyscalculianetwork.com

**Dyscalculia
Day Workplace**
Dyscalculia 3 March 2026

NEW workplace webinar

- online and recorded

Tuesday, 3rd March

- Dyscalculia Day

Numeracy in work - the model of quiet inclusion', where employers can find out more on how to support people in the workplace with dyscalculia or low numeracy.

<https://www.eventbrite.co.uk/e/numeracy-in-work-the-model-of-quiet-inclusion-dyscalculia-day-2026-tickets-1975330023274?aff=oddtcreator>

Adult webinar and meet up

Tuesday 3rd March - Dyscalculia Day

An exclusive opportunity to learn about the results of the research from our HEIF-funded collaboration with UCL University on the lived experience of adults with dyscalculia plus a talk by an adult with dyscalculia and an online meet-up to share experiences and chat about dyscalculia and maths difficulties.

Online with talks recorded - the meet up part will not be recorded.

<https://www.eventbrite.co.uk/e/listening-to-and-learning-from-the-voices-of-adults-with-dyscalculia-tickets-1975406538132?aff=oddtcreator>

DYSCALCULIA DAY - 3rd March
Adult Webinar with Meet Up
ONLINE AND RECORDED

6.30 pm until 9:15 pm GMT (half past six until quarter past nine/ 18:30 until 21:15)

Talk

Counting Every Voice:
Learning from Lived Experience with Dyscalculia



Talk

My journey to a late dyscalculia diagnosis and how understanding it is transforming my life and confidence





Online Meet up - chat or just listen

Dyscalculia Day

For Adults

3 March 2026



Book your place today
dyscalculianetwork.com

Parents Webinars

A series of three parent, guardian or interested person webinars for those with an interest in supporting children who struggle with maths or have dyscalculia:

EYFS (Thursday, 5th March)

<https://www.eventbrite.co.uk/e/dyscalculia-day-parent-talk-3-numeracy-in-the-early-years-tickets-1975729235328?aff=oddtcreator>

Primary school (Monday, 2nd March)

<https://www.eventbrite.co.uk/e/7-strategies-to-support-your-primary-dyscalculic-child-at-home-tickets-1975593881481?aff=oddtcreator>

Secondary school (Wednesday, 4th March)

<https://www.eventbrite.co.uk/e/understanding-maths-learning-difficulties-supporting-secondary-learners-tickets-1975599146228?aff=oddtcreator>

These will be live online but recorded, so they're accessible to our worldwide audience.

DYSCALCULIA DAY

Parent Webinars



2nd March
7 pm (GMT)
(seven o'clock in the evening/ 19:00)
Busy Parents - 7 Strategies to Support Your Primary Dyscalculic Child at Home
 Eryn Caddick

5th March
7 pm (GMT)
(seven o'clock in the evening/ 19:00)
Numeracy in the Early Years
 Bridget Mather-Scott



4th March
7 pm (GMT)
(seven o'clock in the evening/ 19:00)
Understanding Maths Learning Difficulties: Supporting Secondary Learners in the Maths Classroom
 Ellie Tuck

Dyscalculia Day
 For Parents

Dyscalculia Network

March 2026

BOOK YOUR PLACE TODAY
dyscalculianetwork.com

Beyond the Numbers: Understanding Dyscalculia and SpLD in Maths ONLINE AND RECORDED EDUCATOR CONFERENCE

Friday 6th March

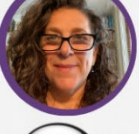
Part 1 - 8.45 am until 12.15 pm (08:45 - 12:15 GMT)
Dyscalculia in Practice: From Cognitive Understanding and Assessment to Effective Clinical Intervention



Exploring variations in cognitive profiles of children, young people and adults with dyscalculia



Listening to and learning from the voices of lived experience of children and people with dyscalculia



Part 2 - 1 pm until 4.30 pm (13:00 - 16:30 GMT)
 Dyscalculia or maths learning difficulties?

Practical strategies for inclusive teaching for learners with SpLD in maths & Dyscalculia

Practical Tips for Using Maths Manipulatives and Games



Dyscalculia Day
 For Educators

Dyscalculia Network

6th March 2026

BOOK YOUR PLACE TODAY
dyscalculianetwork.com

Additional Activities

* A general introduction webinar (Tuesday, 3rd March - Dyscalculia Day) on specific learning difficulties in maths and dyscalculia, suitable for anyone to join! Online and recorded.

<https://www.eventbrite.co.uk/e/dyscalculia-day-2026-an-introduction-to-spld-in-maths-and-dyscalculia-tickets-1975333174700?aff=oddtcreator>

* A FREE Q&A webinar (Tuesday 3rd March - Dyscalculia Day) for anyone to join. Online - not recorded.

<https://www.eventbrite.co.uk/e/free-dyscalculia-and-maths-difficulties-qa-dyscalculia-day-tickets-1975402495039?aff=oddtcreator>

Raising awareness through our social media campaign promoting the day and encouraging people to share their stories!

Do follow us on all of our Social Media platforms - <https://linktr.ee/dyscalculianetwork>

Finally, don't forget you can get your Dyscalculia Awareness pin here:

<https://dyscalculianetwork.com/product-category/pins/>

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



Calibre Audio: the value of audiobooks for children and young adults with SEND and their impact on education & reading for pleasure

Thursday 5th March 2026 - 15.30 to 16.00

About: Calibre Audio are a national charity providing an audiobook lending service, with over 21,500 books and hundreds of magazines to anyone with a print disability. Calibre memberships are complimentary for schools and for individual children and young people with SEND under 25 years.

Join us to find out more about the service offered by Calibre, who is eligible and what the education and health and wellbeing benefits of audiobooks might be for your pupils with additional needs.

Presenter: Helen Mee, Director of Communities and Learning, Calibre Audio

> Reserve your spot

Missed a Thursday Thirty session? Recent recordings include:

- Exploring iOS for iPad accessibility
- Microsoft Accessibility – Edge and Immersive Reader
- Google Accessibility – Chromebook and Chrome

> Access all recordings

Free SEN Virtual Conference for SENCOs and teaching professionals

Join us for a day of learning, plus earn one CPD point. Access expert-led sessions on neuroinclusive education, focused on practical, high-impact strategies that improve outcomes for neurodivergent pupils. Each session will include a live Q&A, giving you the opportunity to submit your questions to our panel of expert speakers.

[Register now](#)



Gloucestershire
PATOSS

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

Marion Griffiths, MA, has extensive secondary level classroom experience and has taught Study Skills to learners with Dyslexia/SpLD, on a daily basis, for many years. Her book, *Study Skills and Dyslexia in the Secondary School: A Practical Approach*, has helped many teachers to hone their skills and better assist their students. Theoretical knowledge has been used to underpin and inform practice. Marion will speak about how to assess the issues a student is experiencing in order to identify and develop a suitable program of study skills and will include practical suggestions and useful resources. The talk will be appropriate for specialist and non-specialist teachers, SENCOs and teaching assistants.

Marion Griffiths

Study Skills for Secondary Age Pupils
with Dyslexia/SpLD

THURSDAY 5TH MARCH 2026

**Talk starts @ 7.00pm
via Zoom**

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

Open to PATOSS members and SpLD/SEN/Educational professionals
Payment by BACS transfer please

£5 Local Group Members; £10 National Members; £15 Non-members

To book a place contact us by email at patossglosevents@yahoo.co.uk



Patoss Dyslexia Charity 2026 Virtual Annual Conference – A NEW, MORE ENGAGING LIVE FORMAT

This year, our Virtual Annual Conference will be LIVE from start to finish - keynote talks, presentations, panels, and discussions all happening in real time, with opportunities to engage, reflect, and ask questions throughout the day.

To support deeper learning, two short pre-recorded talks (from panel contributors) will be available to watch two weeks in advance via the Patoss website, giving you useful context ahead of the live discussions. Everything else happens LIVE on the day.

Split into two focused halves, the conference offers cutting-edge insights into inclusive education, literacy, and numeracy, with leading experts sharing research, strategies, and real-world practice. Don't miss this opportunity to learn, discuss, and connect live.

Early Bird tickets available until 28 February 2026

👉 **Book your place and find out more at:** <https://lnkd.in/e-vKX6CJ>

Be part of the conversation shaping the future of inclusive education.

Thank you to everyone who viewed and shared our first Monthly CPD Training & Events Brochure.

We're delighted to bring you the next instalment: the **March 2026 edition**, featuring new courses, expert-led sessions, and key updates to help you plan your CPD with confidence.

View and download your copy [here](#).

RECORDINGS

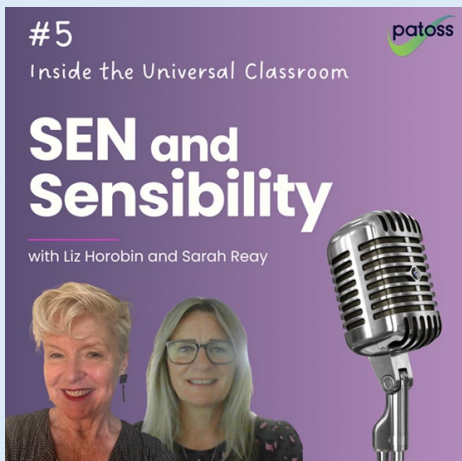


Myles Pilling, BA, M.Ed. Specialist ICT-AT SEND Consultant & Assistive Technologist
Posted on February 9, 2026 by [AccessAbility Smyles](#)

[Stream SEN Together - Episode 5 by Lucy Watson | Listen online for free on SoundCloud](#)

Here is the podcast recording that Lucy Watson did with me - I hope you like it .

Here is the link: <https://soundcloud.com/lucy-watson-993251257/sen-together-episode-5>



Join Liz Horobin and Sarah Reay as they speak with Professor Joel Talcott about the Universal Classroom - an innovative, neuroscience-informed approach that helps teachers better understand and support children's learning needs in Year One.

Instead of relying on traditional outcome-based assessments, the Universal Classroom focuses on key cognitive skills such as language, attention, working memory, and social-emotional development.

The project uses a simple, five-minute questionnaire that structures the observations teachers already make, turning them into clear, practical guidance for classroom practice and targeted support.

The discussion explores why Year One is such a crucial stage, the importance of recognising every child's unique learning profile, and how the project is being codeveloped with teachers, parents, and education specialists. Joel also outlines how the design strengthens communication with parents, what's next for validation and intervention mapping, and how schools can join the ongoing pilot. He offers a preview of his upcoming talk at the PATOSS Dyslexia Charity Conference on April 25th, where he'll share early findings and next steps.

This episode highlights how educational neuroscience can support inclusive, child-centred practice and why early, universal tools can make a meaningful difference for every learner.

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

A Parent's Guide - E – BOOK

If you're lying awake worrying about your child, feeling helpless, or wondering if you're doing enough, this guide is for you.



I'm not only a dyslexia specialist. I'm also a parent of dyslexic children. I've lived the school meetings, the tears over homework, the confidence knocks, and the quiet fear of what the future might hold. Professionally and personally, dyslexia is something I have lived and breathed for years.

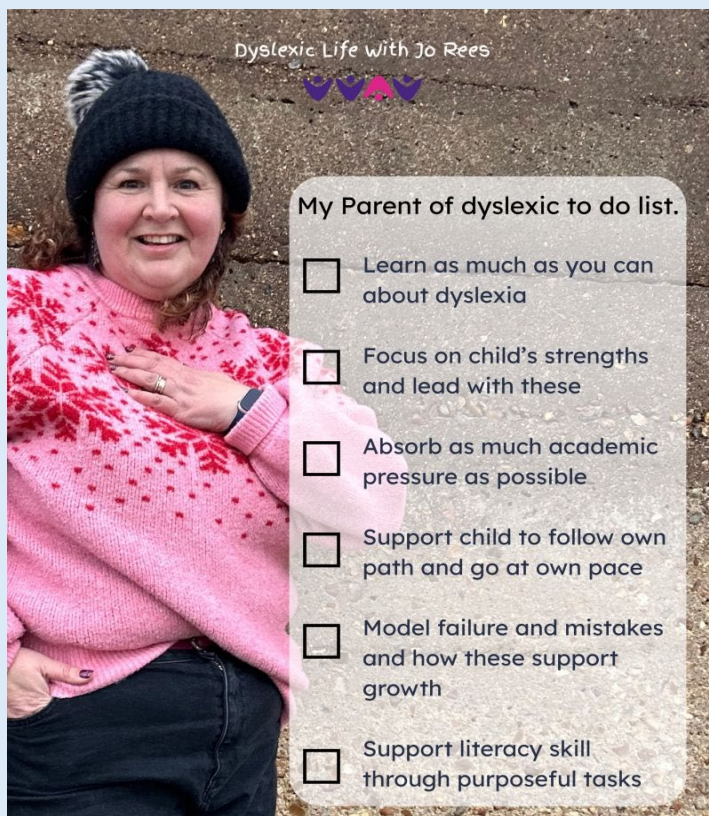
This ebook brings together everything I've learned along the way, not just strategies, but understanding. It explains why reading, spelling, writing, memory, and organisation are so demanding for dyslexic children, and how confidence and cognitive overload play a much bigger role than effort or ability.

Inside, you'll find reassurance, clarity, and practical ways to support your child at home, alongside guidance on working with school and re-framing the dyslexia story early, before confidence is lost. This isn't about fixing your child it about empowering you as a parent to understanding them, believing in them, and helping them move from *surviving* to *thriving*.

[Parenting successful dyslexics Masterclass by @dyslexiclifewithjorees](#)

Parenting successful dyslexics Masterclass - £5

This masterclass will teach you to feel confident in supporting your child's dyslexia at home.



In priority order, here is my parent of a dyslexic to do list.

(Note how far down the list literacy skill is and all the things we need to do before we get to that... trust me when I say get the first few sorted and literacy skill will naturally follow!)

Having support 100s of families and my own kids I can tell where dyslexia will and won't impact negatively or positively by the way parents approach supporting and talking about their child's dyslexia...

Support literacy skill through purposeful tasks .



Dyslexia Useful Resources and Websites



Working memory is like a temporary sticky note in the brain. It lets us work on things without losing track of what we're doing. Kids with ADHD may find this difficult. But there are ways to help.

How to use chunking for memory

Did you know your brain can learn how to "chunk" information? It may sound like an odd term, but chunking can help improve memory.

Here's how to hone the skill: [Ways to use chunking to support memory](#)

8 working memory boosters

Does your child have trouble learning or following multi-step directions? ADHD can make this even harder. But you can help kids learn to exercise their working memory.

[Get started](#) →

Quick tip - Use visual aids to improve [sequential memory](#)

Tools like checklists or picture schedules can help kids remember the order to do things in. Plus, it makes getting tasks done kind of fun!



We understand how difficult it can be for families navigating their child's mental health journey. Using your feedback, we've put together a new support pack, filled with advice and guidance to help neurodiverse families through any challenges they may face.

What's Inside?

- An overview and understanding of the signs of mental health
- Strategies and advice to support wellbeing
- Mindful activities to try at home
- Top tips for supporting children and young people in school

[**Access the pack**](#)



Monthly CPD Training & Events Brochure

We're delighted to bring you the February 2026 edition, featuring new courses, expert-led sessions, and key updates to help you plan your CPD with confidence.

View and download your copy [here](#).

See also March issue [here](#).

Livescribe inq smart pen

Myles Pilling posted on [January 28](#) by [AccessAbility Smyles](#)

Smart pens have been around for a long time and I have written about them on this blog. Finding one that works seamlessly is not so easy but with inq pen this does work well.

The pen needs a special book with all the electronic microdots on it to locate and make sense of information. It's Bluetooth and so you can connect instantly to the book and also, through AI, directly links to the cloud making it a tool for handwriting recognition.

It also links to your mobile phone and provides audio linkage to the information as well making it an all-round tool for the classroom.

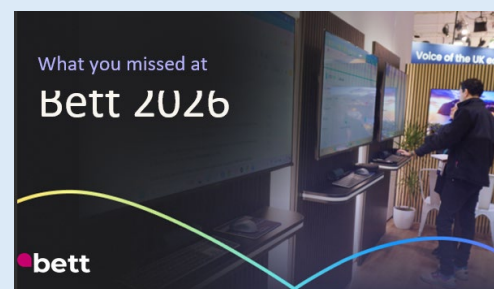


For more information: <https://inq.shop/products/inq-writing-set>.

From 21st - 23rd January, the Everway team spent three busy days at Bett connecting with educators, sharing real-world impact, and exploring how digital tools can better support every learner.

If you didn't make it to our stand, here's a quick recap of what we got up to:

[Everway at Bett | Everway UK](#)





#succeed
with
dyslexia

Your go-to glossary for dyslexia support and awareness

With the right tools, people, and a bit of know-how, dyslexic learners can absolutely shine in school, work, and life. Whether you're a teacher building a more inclusive classroom, a parent tech-shopping like a pro, or a passionate advocate spreading the word, it helps to know where to begin.

That's where our handy (and friendly) glossary comes in. It's packed with great starting points from brilliant charities and bold awareness campaigns to clever assistive tech and supportive communities. Each one is a little doorway to learning, connection, and confidence, proving that when we team up, amazing things happen.

[Succeed with Dyslexia: Your resource hub](#)

We're all about making dyslexia support easy to find, easy to understand, and useful. Our platform is packed with punchy blogs, real-life stories from the dyslexic community, and a handy directory to help you learn, connect, and act.

Whether you're picking up new strategies, hunting for inclusive learning tips, or jumping into one of our campaigns, this is your space to explore and celebrate brilliant dyslexic thinking.

Here's what you'll find:

[Guides & Blogs](#): Practical tips without the boring jargon.

[Interviews & Stories](#): Real voices, real experiences, real wins.

[Socials](#): Follow @SucceedWithDyslexia for updates, campaigns, and good vibes.

Our mission? Simple, empower people with dyslexia through awareness, understanding, and accessible info.

Assistive technology: Supporting reading in different ways

Assistive tech has seriously levelled up; there are now loads of clever tools to help with reading, so people with dyslexia can pick what works for them. These generally fall into three neat buckets: high-tech, mid-tech, and low-tech all useful in their own way.

High-tech (the fancy stuff):

Text-to-speech apps and software can read digital text out loud on your phone, tablet, or laptop - perfect for long articles, emails, or study materials.

Mid-tech (handy helpers):

[Scanning pens](#) let you swipe over printed text and hear it read back instantly. Great for books, worksheets, labels, or anything that isn't already digital.

Low-tech (simple but mighty):

Tools like reading window rulers, bookmarks, or finger grips help keep your place on the page and reduce visual stress. Cheap, easy, and surprisingly effective.

There's no one "best" tool; most people mix and match depending on what they're doing. The goal? Find your perfect combo and make reading work for you, not against you.

Charities & associations

These brilliant organisations do the heavy lifting to make dyslexia support more accessible, more inclusive, and a lot less stressful. From education experts to mental health champions, they're in your corner every step of the way — so no one has to figure things out alone.

[British Dyslexia Association \(BDA\)](#): The UK's go-to for helplines, training, and making classrooms way more dyslexia-friendly.

[International Dyslexia Association \(IDA\)](#): A global powerhouse pushing research, advocacy, and better literacy support.

[Mind](#): Champions mental wellbeing and helps people manage stress and anxiety that can come with learning differences.

Teamwork really does make the dream work here.

Building a culture of understanding

Supporting dyslexia isn't just about tools; it's about fostering a culture of awareness, kindness, and genuine inclusion.

Every resource, organisation, and initiative in this glossary helps make classrooms and workplaces fairer, friendlier, and more neurodivergent-smart.

When we share knowledge and champion brilliant dyslexic thinking, we break down myths, bust barriers, and celebrate all the different (and awesome) ways people learn.

So go on, bookmark this, share it around, and start some good conversations. Let's team up, get curious, and build a world where everyone gets the chance to shine.

Let's work together to [understand dyslexia and empower individuals](#) - let's build a culture where everyone can succeed.


Suffixing rules made simple - Louise Selby Dyslexia Specialist

Latest Blog - WITH FREE RESOURCE! Suffixing spelling rules simplified

[Read it here and download your FREE RESOURCE!](#)

My latest blog sets out to explain foundational spelling rules associated with suffixes which are taught in early primary school, but weaker spellers often struggle with them even in secondary.

SUFFIXING RULES EXPLAINED

	What changes?	Why?	Examples	Exceptions
 y - i rule	If the root ends in a consonant + y, change the y at to an i.	The y is acting as a vowel; this keeps the vowel sound clear when the suffix is added.	reply - replied re- + ply + -ed copy - copier glory - glorious defy - defiance	If the suffix begins with l do not change the y. E.g. crying, not criing. If the y in the root follows a vowel, it doesn't change when you add a suffix. E.g. play + -ed = played.
double consonant rule	If the vowel sound in the root is short, double the root's final consonant.	This keeps the vowel sound short.	fit - unfitter un- + fit + -er run - running plan - planner stop - unstoppable	Don't ever double w, x or y! E.g. fix - fixing, play, playing For 2-syllable roots, the final consonant is only doubled if the second syllable is stressed. E.g: be GIN - beGINning VISit - VISiting
drop e rule	If the word ends in a consonant + single silent e, drop the e before adding a suffix beginning with a vowel.	When the suffix is added, the final e is no longer needed.	use - misused mis- + use + -ed name - naming manage - manager compete - competence	Sometimes the e is kept to protect pronunciation, e.g. age - ageing, notice - noticeable. If the suffixed word looks like a different word, sometimes the e is kept (dye - dyeing, not dying).

10% off Ready-made Morph Mastery Resources

Use code MORPH10

The materials produced by Autopress are selling well and all my followers can now have a sitewide 10% discount on Autopress. Just use the code MORPH10. You can now purchase the morpheme cards in individual packs, which is great for anyone who is not delivering the complete intervention.

[MORPH MASTERY RESOURCE KIT » Autopress Education](#)





Try one of our award-winning programs with our 7- day [Nessy – Free Trial](#)

Product Updates

Behind the scenes at Nessy, the team are continuously working to improve our systems for our customers. Here are some of our recent updates:

Hairy Reading: Export Report

You can now export Hairy Reading data as a spreadsheet, making it easier to review multiple students at once. This update helps you:

- Track progress more effectively
- Identify trends
- Spot students who may need additional support

Nessy Reading and Spelling & Hairy Reading: Export Reports by Group

You can now export information for a specific group. This makes reporting more manageable and relevant for teachers and administrators.

New Help Page Launch

We've introduced a self-diagnosis help page designed to assist customers with troubleshooting common issues. This update will help resolve issues quickly, allowing students to resume learning without delay.

As we welcome in the National Year of Reading 2026, ILT Education, the parent company of Nessy, are proud to host three professional development series to support leaders and practitioners:

Each series is free and open to all. Can't make the time? Register and get the recording directly to your inbox!

Leading Literacy Series: Designing a Coherent Literacy Strategy

24/02/26 at 3.45 pm

Led by Alex Fairlamb, this session explores how to design a literacy strategy that is clear in purpose, aligned in approach, and sustainable over time.

[Register Here](#)

Multimodal Literacies Series: UDL in the Reading Classroom

03/03/26 at 3.45 pm

Led by Rory File and Dr Sarah Moseley, this session will examine common barriers in the reading classroom and consider how the Reading Rope supports targeted, flexible pathways into word recognition, language comprehension and meaning-making.

[Register Here](#)

Our free academic planner is still available to download!

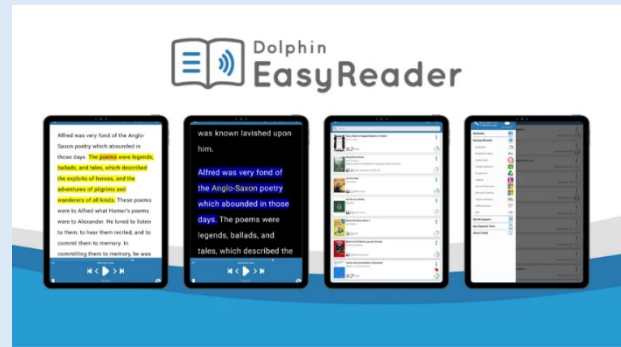
We have included an example week of lessons using Nessy's Hairy Reading Program to help get you started.

Sign up for your free planner today! [Download Here](#)

National Year Of Reading

We're proud to support the National Year of Reading by helping bring accessible books to over a million children worldwide, ensuring that every learner, including those with SEND or dyslexia, can discover the joy of reading.

Start your **EasyReader Education** journey with a free 30-day trial and see how we're already supporting schools across the UK to make reading truly accessible.



[EasyReader Education Free Trial](#)

New Schools, Colleges & Universities Benefit With EasyReader Education

EasyReader Education gives students the tools to read independently in a way that suits them, with their book lists and preferences automatically synchronised across devices at school and home.

They can explore more than a million accessible titles through RNIB Bookshare, Calibre Audio, and other international libraries, which are free to learners with print disabilities.

Students can also open classroom files from Google Classroom and Microsoft Education, import documents from their device and read text copied from the web. By enabling students to access books themselves, teachers save valuable time normally spent photocopying or sourcing accessible formats.

We also provide free CPD training to help staff understand the benefits of accessible reading and support students with confidence. With affordable pricing and unlimited student logins, EasyReader Education makes accessible reading possible across your entire setting.

[Education Features Explained](#)



Find Out More

If you would like to find out more. And get your school set-up with EasyReader Education, book a meeting in with Mark Rice to find out more.

[Book A Chat](#)

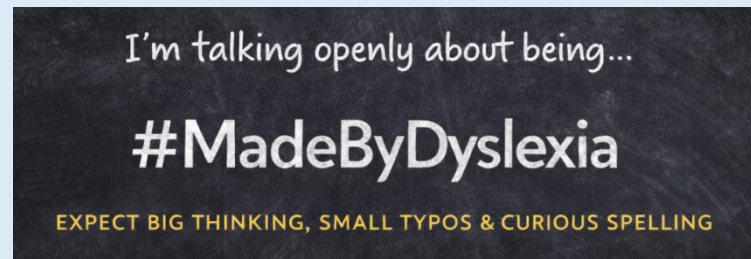


Struggling to Encourage your child to Read?

Develop a love of reading with these fun and engaging reading challenges.

Click [here](#) for how to boost literacy skills with printable reading challenges, other reading comprehension resources for parents, and tips for helping children take on reading challenges at home. Also view a video "Fiction v Non-Fiction".

DYSLEXIA STORIES



[Paul Thompson | LinkedIn](#)

January 28, 2026

*Director of People & Learning (Coach Core) | Route Panel Member (Skills England)
Sport Dev Committee (CIMSPA) | Coach & Coach Educator
Championing Youth Employment, Skills & Apprenticeships*

I've never had a formal diagnosis for dyslexia. It wasn't picked up at school. No teacher ever mentioned it. No support plan. No label. Nothing.

I only started to realise something might be going on years *after* my sister and my cousin had both been diagnosed at university. One day we happened to be chatting about it all - the assessments, the challenges, the things they'd struggled with growing up - and it was like someone was quietly reading out parts of my own life.

The mix-ups. The spelling. The way my brain would sprint in some areas and hit mud in others. The "you're clever but..." comments. The coping mechanisms I developed without knowing why. The sheer effort it sometimes took to do things others seemed to manage effortlessly.

So I did what most people do when the penny drops: I researched. A lot. I read everything I could find. I took every online test going. I compared notes, patterns, memories, school experiences, work struggles and work strengths. And slowly, quietly, it all added up. I was dyslexic- not formally, not on paper, but in a way that made complete sense of how I'd moved through the world.

Why I didn't talk about it back then

By the time I understood it, I was already in the world of work. And honestly? I didn't want the label.

I didn't know how people would react. I didn't want "dyslexic" to sit next to my name in someone's head. I didn't want to be judged, misunderstood, or have future opportunities shaped by something I didn't fully understand myself. So, like many people, I just cracked on. Found workarounds. Leant into strengths without knowing they were strengths. And quietly navigated the bits that were harder.

How things started to shift

Two things started to change it for me.

The first was [Coach Core Foundation](#) ore. Working with young people who openly talk about their additional learning needs forces you to reflect. When a 17-year-old explains

their dyslexia with more confidence than you've ever managed yourself, hiding yours starts to feel unnecessary.

The second was a moment that really stuck. A former colleague, [Kurt Ewald Lindley](#), once put “**#MadeByDyslexia – expect big thinking, small typos & curious spelling**” front and centre on his work materials.

No apology. No embarrassment. Just ownership.
That landed with me in a way I didn't expect.

And now? It's on **my email signature**. It's on **my LinkedIn profile**. It's something I'm finally proud to put into the world instead of something I only mention when asked.

The numbers matter too

Around **10% of the UK population is dyslexic**- nearly 7 million people. Yet the majority remain undiagnosed.

In [Coach Core Foundation](#), we see the pattern clearly:

- Around **24%** of apprentices disclose an additional learning need at the start
- A few months into the programme, that rises to about **40%**

Not because dyslexia appears out of nowhere - but because safety makes honesty possible.

Many young people worry that saying “I'm dyslexic” will:

- affect how they're seen
- impact job prospects
- limit opportunities
- lead to assumptions about intelligence or capability

I understand all of that. I've lived all of that.

The biggest realisation for me

For years, I treated dyslexia like a weakness to manage.
But the more I learned, the more something important clicked:
Dyslexia isn't a deficit - it's a different operating system.

My brain doesn't always follow the neat, linear patterns the education system rewards. But it does do other things exceptionally well.

I spot patterns others miss. I connect dots quickly across ideas, people and systems. Put me in a room full of smart people with conflicting perspectives and I can usually translate it into something coherent. I naturally zoom out to the bigger picture. I see relationships, tensions, gaps and themes long before they surface for others.

For years I thought this was normal. Now I know it's part of being dyslexic.
And honestly? It's one of my biggest strengths as a leader.

What I want people to hear - young or old

If you're dyslexic, or think you might be, here's something I wish someone had told me earlier:

You're not broken. You're not less capable. You're not a risk to manage or a problem to fix. Your brain is wired for creativity, empathy, innovation and big-picture thinking. You're built to see the world differently - and that difference is powerful.

When I stand in front of **people** and talk about dyslexia now, I don't talk about "overcoming" it.

I talk about **understanding it**, and then using it. Because when you stop hiding it, you stop fighting your own brain. And when you stop fighting your own brain, you finally get to work *with* it, not against it.

Why I'm writing this now

This blog was prompted by a recent post from [Ellen Broome](#), CEO of the [British Dyslexia Association](#), about the APPG meeting and the call for a National Dyslexia Strategy. The stats she shared - and the stories behind them - hit hard.

They reminded me:

- how many people are undiagnosed
- how misunderstood dyslexia still is
- how many young people feel they have to hide it
- how much potential gets lost because systems weren't built with neurodiversity in mind

It felt like the right moment to tell my own story properly. Not perfectly. Not professionally. Just honestly.

And finally - a little truth about how this was written

I used AI to help me articulate my thoughts and make sure the **propa spellin & grama** landed clearly. Not because dyslexia is something to hide — but because tools exist that help us express ourselves better. And, if anything, that feels very dyslexic: finding creative ways to make things work.

Flora, founder of Wash Up Cards, shares how her dyslexia has shaped her journey running a social enterprise - allowing her to think outside the box and create change along the way.

She began by making greeting cards from littered plastic collected along the River Thames, turning waste into art and awareness.

While dyslexia brings challenges with structure and spelling, Flora highlights its creative advantages - thinking differently, connecting deeply, and inspiring others.

Watch her inspiring video by heading to the link: <https://loom.ly/tvYpEKY>



World Book Day 2026
For primary (9+) and secondary aged students

Free Online Learning Event
With special guest
TOM PALMER

As a child, Tom was a reluctant reader and it was only when he was a young adult that he became immersed in the world of books and reading. This then sparked a huge passion for writing, and Tom is now a celebrated children's author who has written numerous books about sport and historical events. Tom joins us to discuss his books and love of writing and reading.

Thursday 5th March 2026
10-11am

Register for the event [here:](https://forms.office.com/e/yz0qrPG014)

<https://forms.office.com/e/yz0qrPG014>

The Anne Frank Trust UK

Sign up for free here: <https://forms.office.com/pages/responsepage.aspx...>

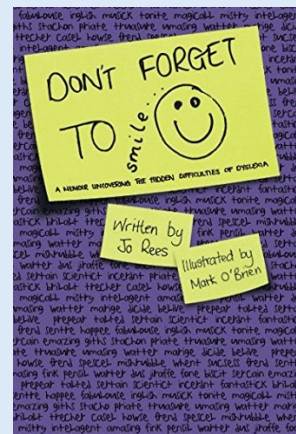
**Barrington Stoke
School Library Association (UK)**



Don't Forget To... Smile: A memoir uncovering the hidden difficulties of Dyslexia Paperback

by [Jo Rees](#) (Author), [Mark O'Brien](#) (Illustrator)
[4.6 out of 5 stars \(57\)](#)
[See all formats and editions](#)

<https://amzn.eu/d/0gJJmdXy>



Don't Forget to Smile is an intimate and personal tale revealing the real implications of dyslexia. Letter reversal, slow reading, and poor spelling are literally the tip of the iceberg!

Don't Forget to Smile explains how dyslexia impacts the whole person; how confidence can be so damaged that feelings of being stupid become the overwhelming voice and can stop people with dyslexia fulfilling their potential.

There are however gifts associated with being dyslexic and when we understand our diagnosis we can begin to overcome our difficulties and start to conquer the world one step at a time! Don't Forget to Smile will make you view dyslexia differently.

Through the eyes of Jo, you will learn how dyslexia manifests itself, and how you can help and support people with dyslexia, making a real difference to their lives!



Jo Crawford was diagnosed with dyslexia when she was in Year 2, so has gone through most of her education knowing she's dyslexic.

[Jo Crawford | LinkedIn](#)

Joanna is Times Radio's first ever multimedia reporter. From covering riots and the US election, to publishing investigations for the Times, to reporting at party conferences and filming four prime ministers, Jo makes videos and radio reports that have garnered millions of views across social media platforms.

Highlights include interviewing Marjorie Taylor Green, reporting on the Amish communities in Pennsylvania, exposing the black market of ADHD medication and egg freezing clinics targeting women on social media. She is also a host of the Times Radio Trump Report series bringing the latest from the White House.

Prior to Times Radio, she was one of the fifty journalists from around the world on the YouTube Creator Programme for Independent Journalists and freelance producer at TalkTV, NewsUK.

As a recipient of the Journalism Diversity Fund, Joanna partook her NCTJ with PA Training, achieving the Gold Standard, with A grades in Media Law, Public Affairs, Digital Journalism as well as 100wpm shorthand. She also gained experience from her placement at South London Press, as an investigative journalist for the IWI: International Women's Initiative, and as a desk-based researcher for Refugee Rights Europe.

Alongside this, Joanna has worked in the humanitarian field, having volunteered in the Samos refugee camp, conducted human rights research in Israel and the West Bank, and as a communications assistant for the United Nations in Guinea-Bissau.

Since the age of 17, Joanna has been championing the cause for neurodiversity, when she was made an ambassador for the British Dyslexia Association, after creating a documentary challenging preconceptions of dyslexia. She has spoken in the Houses of Parliament, various schools, as well as produced educational content about dyslexia on YouTube.

BA graduate (2:1) in Philosophy and MA graduate in Conflict, Security and Development (Merit), from the University of Exeter.

**DYSLEXIA STORIES at [Your Stories - British Dyslexia Association](#)
[Share your dyslexia story here](#)**



Desert Island Discs - Tahra Zafar, costume and effects designer - BBC Sounds

Tahra Zafar is a costume and creature effects designer.

She designed the Paddington Bear puppet featured in the hit West End production Paddington: The Musical.

Born into a theatre family, she grew up with an Armenian American father who worked as a choreographer in the first West End production of West Side Story, and a mother who moved from a career as a ballerina to theatre work around the world. Her interest in making began early, helping her father with practical projects such as restoring their house, even learning to build walls and spending her spare time model making, with Airfix creations suspended from her bedroom ceiling.

After studying theatre design at Central Saint Martins, she began her career making theatre costumes. She spent some time at the Jim Henson creature workshop where she made some of the creatures for the first Harry Potter film including Hedwig the owl and Scabbers the rat.

After her daughter was born, Tahra worked on some of the characters for In the Night Garden with her daughter, a willing judge of what worked for toddlers.

In 2012, Tahra was in charge of 23,000 costumes for the London 2012 Olympic opening and closing ceremonies. This role included an audience with the late Queen to ensure the wig and dress were correct for Her Majesty's stunt double when that iconic skydive was performed at the Olympic opening ceremony. Tahra lives in London with her daughter.

Caroline writes: . . . with thanks to Hampshire Dyslexia Association for bringing this to our attention in an email which read:

“A very interesting programme.
Listen to an individual with dyslexia successfully playing to her great strengths.”

[Desert Island Discs - Tahra Zafar, costume and effects designer - BBC Sounds](#)

Malvern Gazette – 16 Sep 2025

A WELL-TRAVELLED former Malvern woman has written a book inspired by her own positive journey of having dyslexia.

Dyslexia: Embrace it and Harness its Strengths has been released by **Franca P Price** who was born in Italy and moved to Malvern at the age of 10 in 1954. Franca says she attended school at a time when it was neither acknowledged nor supported.

She realised her own dyslexia when the maths teacher suggested sticking to art because she always arrived at the correct answers but could never explain how. Now living in Switzerland, Franca, who struggles with numbers but speaks English, French and Italian, said:



“Millions of people around the world live with dyslexia and I am one of them. My book is inspired by personal experience. I know of four people in my family with dyslexia covering different generations who attended school during the 1930s, 1950s, 1980s and 2010s. In my school years and those of my older relative, dyslexia was not recognised. Without an education, life was limited in many ways and often people with dyslexia were excluded. For the generations that followed the 1980s saw the start of increased awareness but many schools still did not provide adequate specialised support.”

“Today dyslexia and other neurodivergent conditions are recognised and talked about more openly but we still have a long way to go. We need to ensure healthcare systems can offer children and adults rapid diagnosis. We need to make sure that schools have trained teachers and provide learning methods that work for students with dyslexia. We all need to do what we can to embrace people with differences.”

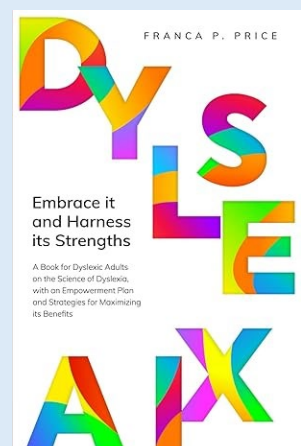
Franca believes being naturally sociable, self-confident and cheerful helped her navigate many challenges. She learned to think outside of the box and to find creative solutions.

Franca continued: “My message is we don’t need to fix people with dyslexia. We need to rethink our entire perception of it. We should be celebrating a different kind of brilliance. We need to move away from the common myths and misconceptions and see it as a unique cognitive style that must be supported throughout society. We must continue to raise awareness and take action by empowering people with dyslexia and assisting them to realise their incredible potential. This means understanding the different ways they perceive and learn and ensuring schools offer useful teaching methods and materials. We need to continue this support into the workplace so that everyone with dyslexia can flourish at all stages of life.”

Franca’s book, which covers various aspects of dyslexia, is available on Amazon.

She added: “My book helps everyone get a better understanding. It offers a fresh take on what dyslexia is and how to support people living with it. It helps those with dyslexia, their families and friends, healthcare and education providers and work colleagues. It could also be useful for staff at penitentiary and detention centres.”

[DYSLEXIA – Embrace it and Harness Its Strengths: A Book for Dyslexic Adults on the Science of Dyslexia, with an Empowerment Plan and Strategies for Maximising its Benefits: Price, Franca P.: Amazon.co.uk: Books](#)



And finally . . .

Should we build a fence at the top of the cliff? Or should we put an ambulance at the bottom?
Bob Slavin



Preventing kids from failing in the first place.

SOAR
WITH DYSLLEXIA

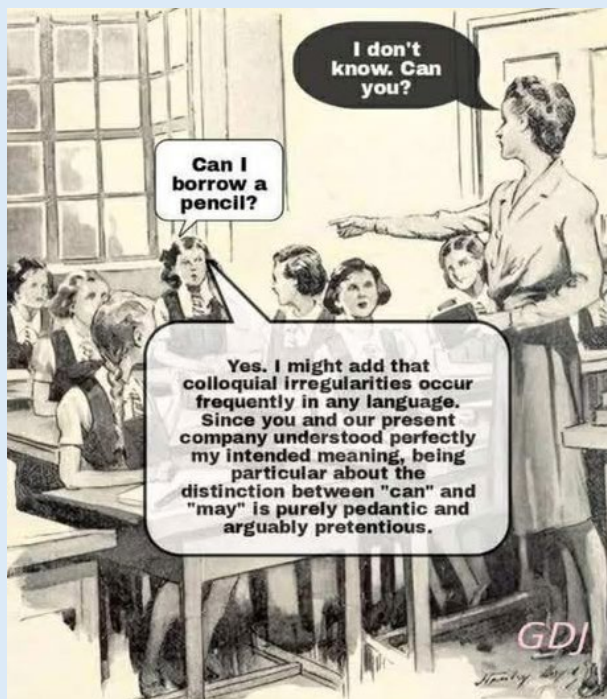
Bob Slavin used this metaphor to describe a pattern we see far too often in education.

We spend enormous time and resources responding after students struggle instead of investing in what research shows can prevent failure in the first place.

Slavin argued that much reading failure is preventable when schools focus on early screening, explicit instruction, and evidence based practices from the start. That is the fence.

Waiting until students fall and then trying to fix the damage is the ambulance. Intervention matters.

But prevention changes lives. When we know better, we do better.



This February 2026 is special.

- 4 Mondays
- 4 Tuesdays
- 4 Wednesdays
- 4 Thursdays
- 4 Fridays
- 4 Saturdays
- 4 Sundays

FEBRUARY 2026

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
1	2	3	4	5	6	7

www.GrabCalendar.com



Shop with over 8,000 retailers via #easyfundraising and earn a free donation for us at the same time.

All the big names like eBay, Argos, John Lewis & Partners, Etsy, Tesco and Just Eat are ready to donate. It won't cost you anything extra.



Please sign up today:

<https://join.easyfundraising.org.uk/wiltshiredyslexia/0XRQZC/c2s/mQ7oHj9a/CE947/facebook/60.2>

Caroline Fowke

Wiltshire Dyslexia Association

WDA Facebook: [Wiltshire Dyslexia Association](#)

WDA Instagram: [@wiltshire_dyslexia_association](#)

WDA Helpline: 07394 617917 wдахelpline@gmail.com

[Resources - British Dyslexia Association](#)