

WDA Newsletter 2026

Issue 3 – March/April



WILTSHIRE NEWS & EVENTS

We are absolutely delighted that Gary Webb, Seniors Captain at the North Wilts Golf Club, has selected the WDA as his chosen charity for the year. He has kindly offered to host our next free event at their clubhouse.

Invitation to 'Dyslexia Information Event and WDA AGM'

Thursday 23rd April 2026 at 7pm
North Wilts Golf Club
Bishops Cannings, Devizes. SN10 2LP

[How to Find Us | North Wilts Golf Club](#)

We invite you to meet with us so that we can share with you our objectives, report on our recent activities, provide information about dyslexia, and talk about future plans.

Launching our new website!

+ WDA Information Display of Resources

Welcome from our Chair – Dr Helen Ross

Report on WDA activities – Caroline Fowke

Brief AGM agenda – to cover previous minutes, treasury report and appointment of committee and officers.

A chance to hear from organisations we work with . . .

Wiltshire Specialist SEN Service – Alison Szalay (Dyslexia Specialist Advisory Teacher)

- reporting on Wiltshire's [Dyslexia Friendly Schools](#) programme.

Wiltshire Council – Joe Turner-McMullan (Local Offer Manager)

- reporting on the dyslexia information available at [Dyslexia in Wiltshire](#).

Read Easy – Sarah Hickinbotham (North & West Wiltshire Literacy Specialist)

- explaining how the charity [Read Easy North & West Wiltshire](#) helps adults learn to read.

Q & A session – Between us we will be able to explain about dyslexia and the resources and support available - and several of us can share our experiences as dyslexic adults.

We look forward to welcoming you!

SEND Reforms



[Government website: what parents need to know about changes to the SEND system](#)

The Department for Education (DfE) is now consulting on these proposals to inform the legislation required to bring the reforms into effect. The government is encouraging children, young people, families, teachers and leaders, schools and trusts, and other stakeholders to respond. **The consultation will close at 11:59pm on Monday 18th May 2026.**

A number of different formats (including Easy Read, BSL) explaining the proposals and a link to the consultation questions are available on the [GOV.UK website](#).

Potential Scam Calls about the Schools' White Paper

Following the release of the Schools' White Paper proposal, we have been made aware of a scam call a parent carer received. The parent reports receiving a call from Wiltshire LA and the caller wanted to talk about the child's EHCP. The caller named a specialist school which they said the child was attending. This alerted the parent to this being a potential scam, as the school that was named is not a special school. The caller went on to say that as the child was doing so well and "*in light of the new White Paper for SEN*", as the child has an EHCP and they are doing so well, they would be moving the child to a mainstream school and ceasing the EHCP.

The parent has checked with the LA and was reassured this was not the case and no changes were being made to provision.

We would encourage all parent carers to:

- Be cautious about unexpected calls requesting information about their child's EHCP or schooling.
- Verify the identity of the caller by ending the call and contacting the Local Authority directly using official contact details.
- Be mindful of the amount of personal information shared on social media.

If you receive a similar call, please consider reporting it to the LA.

Where can parent carers get support?

Carer Support Wiltshire has now closed due to funding challenges. However, if you're a parent carer in Wiltshire, there are several other organisations, agencies and services that can offer guidance, information, and support, including the following:

- The **WPCC** is always available for parent carers of children and young people aged 0-25 with SEND in Wiltshire. You can call us on: 01225 764647 (option 1) or email: reception@wiltspcc.co.uk. WPCC office hours are 10am to 5pm, Monday to Friday.
- **Carers Together Wiltshire** is a support partnership that continues to help unpaid carers in Wiltshire. They offer advice, information, and support to help unpaid carers manage their caring roles and look after their own wellbeing. Contact Carers Together Wiltshire by phone - 01380 710300 or email - enquiries@carerstogethertwiltshire.org.uk.

- The **Integrated Front Door** is a central access point within Wiltshire Council that brings together different services if anyone is worried about the safety, wellbeing or support needs of a child or family. For families who don't meet safeguarding thresholds, the Early Support Hub aims to identify and offer help earlier to prevent problems escalating. Young carer support and assessments for children under 18 are processed through the Integrated Front Door.

Contact the Integrated Front Door by phone: (Monday to Thursday 8:45am to 5pm and Friday 8:45am to 4pm) 0300 456 0108, for urgent help or advice/outside office hours: 0300 456 0100, or email: integratedfrontdoor@wiltshire.gov.uk.

- The **Wiltshire Wellbeing Hub** is a free, council-run service that helps people find practical, emotional and community support when they're struggling. It offers advice and signposting to local help with wellbeing, loneliness, cost-of-living issues and everyday support across Wiltshire. Contact the Wiltshire Wellbeing Hub by phone: 0300 003 4576 or email: wellbeinghub@wiltshire.gov.uk. Office hours are Monday to Friday: 9 am to 5 pm, Saturday and Sunday: 10 am to 4 pm.
- **Wiltshire Family Hubs** are local centres that provide support, advice, and services for families, parents, and carers of children and young people (up to 25 for those with SEND). They offer parenting guidance, help accessing childcare, early learning, health services, and links to local community support. Central contact details for Family Hubs are phone: 0800 970 4669 or email: WiltshireFamilyHubs@spurgeons.org.
- **Wiltshire SENDIASS** is a free, independent, and confidential service for children and young people with SEND, and their parents or carers. They provide advice and information on education, health, and care rights, including EHCPs, annual reviews, and school-related issues. Office hours are 9am to 5pm, Monday to Friday. Contact Wiltshire SENDIASS by phone: 01225 255266 or email: wiltshire.sendiass@family-action.org.uk.

More WPCCC news in – [WPCCC Newsletter - 28th March 2026.pdf](#)

Click on the link above for full details relating to the following:

Help Shape the Future of SEND Support in Wiltshire – Parent Carer Co-Design Events

Details about the parent carer co-design sessions (co-hosted with WPCCC):

- Friday 24th April, 10:00am to 12:30pm
(face-to-face, Devizes): <https://www.eventbrite.com/e/1985730387042>
- Tuesday 28th April, 4:00pm to 6:00pm
(online): <https://www.eventbrite.com/e/1985731798263>
- Friday 1st May, 10:00am to 12:00pm
(online): <https://www.eventbrite.com/e/1985732360946>

Help to Shape EHCP Conversations with Families of Children and Young People with SEND

Details about joining an online conversation on Thursday 23rd April from 10:00am to 11:30am.

Have Your Say on Enhanced Learning Provision (ELP) in Wiltshire Secondary Schools

Wiltshire Council is carrying out a review of Enhanced Learning Provision (ELP) in mainstream secondary schools. ELP is additional funding that is given to each secondary school to support children with a high level of special educational needs.

These learners will most usually have Communication and Interaction needs (including autism) and/or Cognition and Learning needs and will have an Education Health and Care Plan (EHCP). ELP is different to the support provided by Secondary Resource Bases.

Two online engagement sessions on Wednesday 29th April which will be jointly facilitated by the WPCC and a representative from Wiltshire Council:

- 10.30am to 12.00pm
- 4.30pm to 6.00pm

Full details [here](#)

Online courses

Discovering Confidence: Friday 10th April 2026 at 10:00am – 12:00pm

Helping My Child with Anxiety and Worry: Tuesday 14th April 2026 at 10:00am – 12:00pm

Supporting My Teen with Study and Revision: Tuesday 14th April 2026 at 10:00am – 12:00pm

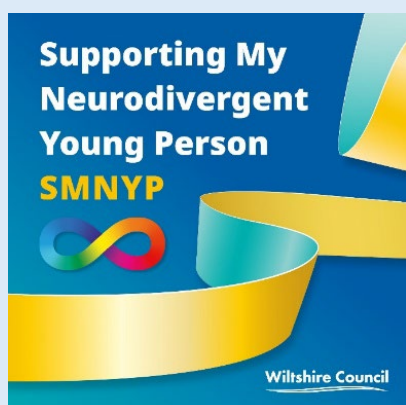
Supporting My Teen with Anxiety: Thursday 16th April 2026 at 10:00am – 12:00pm

Understanding School Anxiety, The Early Signs of EBSA: Monday 20th April 2026 at 10:00am – 12:00pm

To book a place, you need to complete an application form. This can be done by phone on 01225 770 478 or online: [Enrolment - Work Wiltshire](#). We follow up applications with a phone call to check course suitability, confirm places, and discuss support needs. Support must be in place during the courses, where applicable.

The course flyers are available on the [WPCC website Family and Community Learning page](#)

Do you support a neurodivergent young person in KS2?



We're running face-to-face sessions for year groups 3-6 from **Tuesday 21st April to Tuesday 12th May**, 12.30 – 2.30pm, in Marlborough.

The sessions will cover areas such as understanding neurodivergence, communication and social interaction, developing attention, sensory differences and behaviour.

We have several upcoming courses, and you can explore the timetable to find the session that works best for you.

Find out more about the Marlborough sessions and sign up now <https://orlo.uk/2GZev>

Check out the timetable for all available dates and locations <https://orlo.uk/peYqv>

SEND Newsletter

Wiltshire Council

Wiltshire SEND details also available in the latest SEND Newsletter:

[March 2026 SEND updates: Reforms, transport proposals and Inclusive Wiltshire](#)



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 at:

[Assistive Technology Skills Toolbox \(Pre-recorded\) | Right Choice](#)

FREE DYSLEXIA TRAINING – FACE TO FACE – NEW DATE!

The full day event for schools, originally planned for 21st May, has been postponed, due to a clash with the [Wiltshire Inclusion Conference 2026 \(Face To Face\)](#) now planned for the same day.



NEW DATE: Friday 2nd October 2026

Devizes Town Hall – Assembly Room

9.30am - 4pm

The WDA is again supporting schools with another FREE face-to-face dyslexia training day.

Save the Date!

Booking will be available on [Training & Events | Right Choice](#)

Please share with Wiltshire schools!

REQUESTS

Karim, from Dynamo Maths (JellyJames Publishing), has asked the WDA if we might be able to share with you this request to pilot a new Assistive Technology App, and appreciates our assistance:



Dynamo Grids is a new AT app that bridges the gap between dysgraphia, dyscalculia and dyslexia accessibility. This app is a new concept designed to support this under represented group of individuals who may have dysgraphia or have handwriting difficulties - to help organise, plan and structure their maths problems using digital grids.

This new App compliments the family of other research and evidence-based Dyscalculia programs:

- Dynamo Maths: Dyscalculia Screener, with Standardised Number Sense Profiler and Intervention for schools.
- Dynamo Post16: Dyscalculia Screener for Adults, with Standardised Number Sense Profiler for Individuals and FE/HE.
- Puffin Maths: Maths support for deaf children and Hard of Hearing (BSL).

I would be most grateful, if you could circulate this invitation to your members or any other AT groups to pilot the Dynamo Grids App.

It will be available on iPads, Android Tablet(later) and PC Web version.

Hopefully, the feedback of its usability will help better understand and address the needs of this neurodiversity.

Please select this link: <https://dynamogrids.com> – followed by [Pilot] button or email on support@dynamogrids.com to register.

A request for support from Tom Smith, a postgraduate student at the University of Plymouth studying Clinical Psychology:



I am doing my master's dissertation this year on the term 'Neurodiversity', investigating how the term is conceptualised among neurodivergent individuals themselves, as well as researchers, clinicians, and the wider public. We are also investigating which conditions people think comes under this umbrella, and what features are associated. This is an important topic because limited understanding of concepts is linked to stigma, and understanding this can help gauge how people feel about the term 'Neurodiversity'.

This study is open to anyone above the age of 18, and we would love to hear from as many people as possible! It should only take 10 minutes to complete.

This is greatly appreciated, thank you so much!

(Please make sure to press submit at the very end of the survey to save your response!)

Tom Smith 😊

Survey link:

<https://psysurvey.plymouth.ac.uk/limesurvey/index.php?r=survey/index&sid=497358&lang=en>



Survey QR code

[Neurodivergence Task and Finish Group: report - GOV.UK](#)

Ellen Broome • CEO of the BDA



"We celebrate neurodivergence. It is part of being human."

This is my favourite bit of the easy read version of the Neurodivergence Task and Finish Group's recent report which came out alongside the Schools and SEND white paper - and for me sums up the importance of our work in that group.

We were asked to examine how we can better support neurodivergent children and young people within mainstream education. And I am proud to have contributed to a report that helped shape the SEND reforms, ensuring that children and young people are truly placed at the centre of the system. And grateful for all the parents and carers, neurodivergent children, young people and adults, education professionals, charities, academics, and colleagues across government and health who contributed, and for expert chairing by the excellent [Karen Guldberg](#) too.



How we're driving policy change for dyslexia

- **Expanding post-16 pathways.**
We welcome the Government's response to the post-16 qualifications consultation and the announcement of nearly £800m in extra funding.
>> [Read our response](#)
- **Why systemic change matters for dyslexia.**
Ellen Broomé, our CEO, recently spoke to the Education Select Committee about reading for pleasure, why many dyslexic children and young people don't want to read, and what schools can do to help them access reading that's age appropriate and enjoyable.
>> [Watch here](#)
- **Dyslexia and the NEET challenge**
At the APPG for Dyslexia, we highlighted the rising number of young people not in education, employment, or training (NEET), with dyslexic young people at higher risk. Only 40% pass GCSE English and Maths, 58% report school-related anxiety, and fewer than 3% have an EHCP.
>> [Watch the meeting](#)
- **We want to know more about dyslexic adults' experiences in the workplace – New project!**
We are delighted to be working with MEL Research on this important but under-explored issue, with the new study looking at the experiences of adults with dyslexia to support the development of more inclusive, dyslexia-friendly workplaces
>> [Read more](#)

BDA CEO [Ellen Broome](#) was honoured to speak at the Education Select Committee meeting in Westminster, on the topic of reading for pleasure.

“For very many dyslexic children, reading is not enjoyable. It is difficult, exhausting, and something that they avoid.”

Watch the full video here: <https://loom.ly/1i6hVnA>



Driving better outcomes through dyslexia-inclusive workplaces

During our recent study, 87% disclosed their dyslexia at work, yet only 43% received support. This gap is costing organisations talent, performance, and potential every day.

Our [Dyslexia-friendly workplace pledge](#) is a one-year, self-led programme that helps organisations build a more inclusive working environment. You'll get a comprehensive toolkit packed with resources, practical guidance and a dyslexia friendly badge to showcase your commitment

[Find out more](#)



Government releases the school's white paper

We welcomed the Government's announcement of significant new investment to strengthen SEND support in schools and the publication of the Every Child Achieving and Thriving White Paper, which sets out the ambition for every child with additional needs to receive tailored support. We are particularly encouraged by the focus on inclusion in mainstream schools and the introduction of SEN support on a statutory footing.

[Read more](#)

Following the publication of the Government's [Schools White Paper](#) on 23 February 2026, IPSEA's legal team is carefully reviewing the proposals and their potential implications for children and young people with special educational needs and disabilities (SEND).

Our initial analysis suggests the SEND reform proposals could risk weakening several important legal protections, including:

- **The right to provision based on a child's individual needs**, through a shift towards standardised Specialist Provision Packages (SPPs) into which individual children may not easily fit.
- **The right to enforceable provision**, as children may move from legally binding Education, Health and Care (EHC) plans to Individual Support Plans (ISPs) that appear to have no clear mechanism for enforcement.
- **The right to an EHC needs assessment and plan**, with unclear thresholds and eligibility potentially restricted to children and young people with undefined "complex needs".
- **The right for parents to request and secure a suitable school or college placement**, with proposals appearing to reduce the Tribunal's power to name a placement.

In IPSEA's view, legally enforceable protections for children and young people must not be replaced by reassurances that schools will provide what they need. **Existing SEND legal rights must remain as a backstop**, regardless of improvements to inclusion in mainstream schools and colleges.

Take action

Write to your MP

We urge everyone who wants to protect children and young people's right to special educational provision and support that meets their needs to write to your MP explaining why it matters to you. We have created a [template letter](#) that you can use and personalise with your own experience.

[Write to your MP using our template letter](#)

Follow the Save Our Children's Rights campaign

IPSEA is working alongside partners through the [Save Our Children's Rights](#) campaign to protect SEND legal rights.

As part of our campaign response to SEND reform proposals, we have announced plans for a national demonstration calling on the Government to protect and strengthen the legal rights of children and young people with SEND.

The demonstration will take place during the 12-week consultation period for the White Paper, with the date to be confirmed shortly.

Follow our campaign social media accounts to be the first to hear when the demonstration date is announced:

- [Facebook](#)
- [Instagram](#)

You can also join our campaign mailing list: [Join the mailing list](#)

Further analysis and discussion

If you would like to explore the SEND reform proposals and their implications in more detail:

- [Read an opinion piece](#) by IPSEA's Chief Executive, Madeleine Cassidy, published in Schools Week
- [Listen to IPSEA Senior Solicitor Kate Cox](#) discussing the SEND reform proposals on Michael Charles' podcast
- [Read IPSEA's briefing for MPs](#) on the SEND White Paper

[Watch our webinar: Schools White Paper – SEND reform proposals, the implications and next steps](#)

In this recorded webinar, our legal and policy teams outline our concerns about the Government proposals and explain the implications these would have for children and young people with SEND.

IPSEA will continue to defend the right of every child with special educational needs and disabilities to receive the education and support they need to thrive.

[Schools White Paper: what you need to know | \(IPSEA\) Independent Provider of Special Education Advice](#)

[Save Our Children's Rights](#)

Having carefully reviewed the Schools White Paper, and discussed with legal experts and sector partners, our view is that the Government is proposing to significantly weaken existing SEND legal rights.

The proposals risk weakening:

- ➡ The right to provision based on an individual child's assessed needs (through a shift to standardised "Specialist Provision Packages")
- ➡ The right to enforceable provision (moving from special educational provision being specified in EHC plans, with a duty to secure it owed directly to the child or young person, to seemingly non-binding Individual Support Plans)
- ➡ The right to an EHC needs assessment and plan (with higher or unclear thresholds and restriction to undefined "complex needs")
- ➡ The right to appeal annual review decisions for school-aged children (with a move away from existing annual EHC plan reviews, which carry appeal rights, to reviews only at the end of a key stage, with no clarity on whether these will allow appeals)

The Government's SEND reform proposals risk significantly weakening existing SEND legal rights.

Here's our campaign analysis of the Schools White Paper.



➡ The right to request and secure a specific school placement (including removal of the Tribunal's power to name a setting)

➡ Equal protection for children outside mainstream settings, including EOTAS, post-16 training, alternative provision and youth custody

Aspirations are not the same as legally enforceable protections.

When systems fail, families rely on rights and not promises.

If rights are removed, protection for those who need it is lost.

We will continue to fight throughout this process to ensure that any reform protects and strengthens the rights families depend on.

[#SaveOurChildrensRights](#)

[I.P.S.E.A](#) | [Special Needs Jungle](#) | [Learning Disability Today](#) | [SOS SEN](#) | [SEND Rights Alliance - Rachel Filmer](#) | [SENDNationalCrisis Information](#)

[ICT with Mr P - Tech to Raise Standards \(Mr P\)](#)

In November 2025, Mr P posted:

“One of the clearest, most honest explanations of the SEND crisis I’ve read. If you want to understand why EHCPs have risen and what’s really driving the pressure in schools, this article nails it. Worth every teacher, leader and policymaker’s time.”

[Are EHCPs driving the SEND crisis in schools? | Tes](#)

[Schools do not have enough staff to make SEND reforms work, union warns - BBC News](#)

By [Branwen Jeffreys](#), Education Editor and **Hayley Clarke**, Education reporter

29 March 2026

Schools do not have enough staff to achieve the government's aims of providing support for more children with special educational needs and disabilities (SEND) in mainstream schools, England's largest teaching union has said.

. . . . read on for full article containing comments and statistics:

[Schools do not have enough staff to make SEND reforms work](#)

Caroline Fowke writes:

There are a phenomenal number of articles and blogs being written about the proposed SEND reforms, together with an overwhelming amount of comment on social media.

If you would like further details about the impact of the proposals, and the way the consultation process is being run, you may be interested to follow the work of [Special Needs Jungle - News, info, resources & informed ...](#)



Their most recent articles:

[The 39 Steps: SNJ's guidance to help you respond to the White Paper SEND Consultation - Special Needs Jungle](#)

[Educational Psychologists should be at the heart of SEND reform: supporting children, families and schools to thrive - Special Needs Jungle](#)

[DfE backtracks over consulting on planned SEND legal changes. Parents MUST respond to the consultation to say Not in Our Name! - Special Needs Jungle](#)

[Where will all the teaching assistants come from? The research exposing the reality gap in the government SEND plans - Special Needs Jungle](#)

[Capital carrot, SEND steamroller: The Government's evidence-light reform route isn't waiting for anyone - Special Needs Jungle](#)

[Not in our name: How manufacturing consent for proposed SEND reforms has broken the social contract. - Special Needs Jungle](#)

[The Government doesn't care about your views of the SEND Tribunal—it's already decided to kneecap it. We must not accept it - Special Needs Jungle](#)

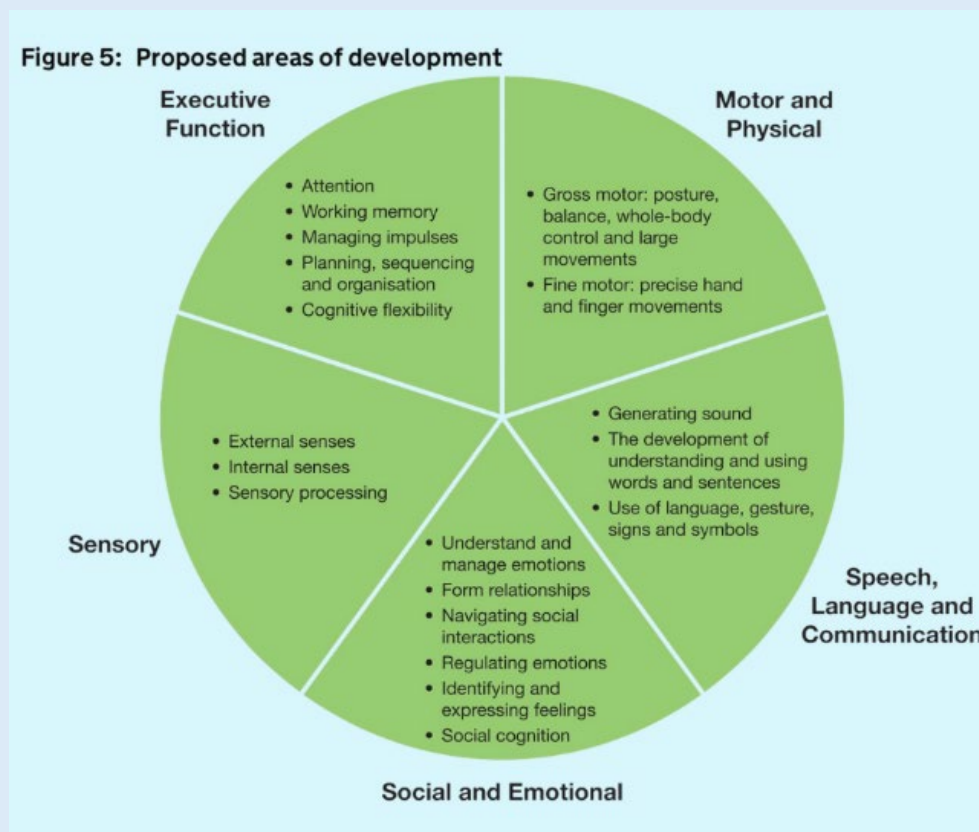
[**WEBINAR RECORDING!** The legal implications of the Schools White Paper's SEND Proposals - Special Needs Jungle](#)



Where are Dyslexia and Dyscalculia in the DfE SEND Reforms?

[Blog with free resource](#)

The 2026 SEND reforms set out an ambitious vision for a more equitable system. There is much to welcome, particularly the focus on early identification, needs-led support, and greater consistency across schools. But as I have read, listened and reflected, one question keeps coming back to me: where are dyslexia and Maths SpLD in all of this? This is not a question about labels or definitions. It is about whether the underlying developmental needs associated with dyslexia and dyscalculia are clearly recognised within the proposed framework. Because if they are not, there is a real risk that these learners, already too often overlooked, will continue to be so. This piece sets out why I believe there is a gap, and why it matters.



[Read blog](#)

I hope you find it useful and can follow one of the suggestions of how to respond. Please do share with others.

Wishing you a lovely Easter break and return to work full of the newness and freshness of spring! As always, thanks for your support.

Is It Time to See Dyslexia as a Superpower?

[NoticeAbility](#)

Psychology Today

When you change how you define a “struggle,” you change the trajectory of a life.

NoticeAbility*

MEET THE MIND FRAMEWORK

Dyslexic thinkers often excel in one (or all) of these four critical areas:

- M** **Material Reasoning:** 3D spatial thinking
- I** **Interconnected Reasoning:** Seeing relationships across ideas.
- N** **Narrative Reasoning:** Thinking through stories and cases
- D** **Dynamic Reasoning:** Understanding how processes unfold over time

MIND Framework is the foundation of how we empower the next generation of entrepreneurs and creators at NoticeAbility.

A recent article by Psychology Today supports our belief that the unique skills that students with dyslexia often harbour aren't just “workarounds.” They are the exact cognitive tools required for innovation in the real world.

The moral? Stop focusing on the struggle. Start noticing the ability.

Read the full article at:

<https://www.psychologytoday.com/.../is-it-time-to-see...>



Neurodiversity 101:

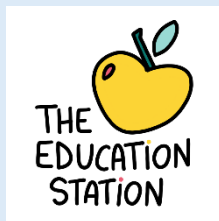
Prof. Amanda Kirby MBBS MRCPG PhD FCGI

[Neurodiversity 101: We are starting to understand need... but still missing the full picture | LinkedIn](#)

[Neurodiversity 101: Equality is not equity: why the difference matters for neurodiversity | LinkedIn](#)

[Neurodiversity 101 Extra: A turning point for neurodivergent children: policy ambition must now meet system design | LinkedIn](#)

[Neurodiversity 101: Neurodivergence and looked-after children: the double disadvantage | LinkedIn](#)



A Brighter Future for SEND Support in Education!

The Department for Education has released the [*Every Child Achieving and Thriving*](#) white paper, outlining its long-term, aspirational vision to strengthen SEND support in schools.

While no statutory changes will take effect until 2029, the paper sets a clear direction: mainstream schools will play a greater role in early identification, assessment, and support for learners who are not meeting age-related expectations or who present with emerging needs.

For teachers, SENDCos, and school leaders, this signals a shift toward more embedded, inclusive, and adaptive teaching strategies supported by high-quality SEN training and more consistent access to specialist resources.

Read on [here](#)

Why we should be swapping scrolling for real reading gains!

Be honest, how many times have you opened your phone to “just check one thing” and resurfaced 40 minutes later, having absorbed exactly nothing except three memes, a video of a panda falling over, and countless fitness influencers preaching the next big craze?

Welcome to the age of infinite scrolling, where content never ends, attention spans get shorter, and our brains are always snacking instead of having a real meal.

Now think about reading. Real reading. A book, article, or long piece that takes more than just your thumb and a craving for quick rewards.

The difference is greater than we realise, and even swapping a little scrolling time for real reading can deliver significant benefits.

Read on [here](#)

The National Year of Reading: a celebration of stories, skills, and shared futures

The [National Year of Reading](#) allows everyone to celebrate reading - one of our oldest and most essential skills.

But this is more than a campaign - it's a national movement to help everyone discover the power and joy of reading.

Books bring people together, build confidence, and open doors - whether you're a child exploring words for the first time or an adult returning to a long-lost hobby.

The initiative aims to ensure that everyone, regardless of age, ability, or background, can share in the experience and benefits of literacy.

Read on [here](#)

Dyslexia at work: 5 small changes that cut cognitive load (fast)

By Nathaniel 'Nat' Hawley, MSc, Founder of [Divergent Thinking](#)

Nat works with mission-driven organisations to build more neuroinclusive workplaces — so dyslexic talent can do their best work with less hidden effort and more confidence.

For [Neurodiversity Celebration Week \(17–22 March\)](#), the [Succeed With Dyslexia](#) team have kindly handed today's Dyslexia Digest over to me. We've already had the chance to collaborate, and this felt like the perfect moment to share a few practical workplace changes that support dyslexic professionals, the kind that reduce cognitive load and make work feel more doable day to day.

Read full article [here](#)

Empowering every learner to make reading accessible in the classroom

For many students with dyslexia or reading difficulties, barriers to learning can be frustrating. Instructions take longer to process, independent work can feel overwhelming, and confidence can take a hit over time. It's not about ability, it's about access.

That's where tools like [reading pens](#) can quietly and effectively make a real difference. If you haven't come across it yet, the reading pen is a handheld device that scans text and reads it aloud instantly.

Read full article [here](#)






Welcome to the Spring edition of the CDC Digest:
[**CLICK HERE TO READ THE DIGEST**](#)

In this Digest we aim to offer a range of articles and resources to keep you up to date with the work of CDC and the sector as a whole. We hope there is plenty for you to read and engage with.

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Dyslexic Advantage Newsletter



CONGRATULATIONS
KARINA EIDE YOUNG WRITERS AWARD WINNERS 2026 !

March 2026 Newsletter

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](#).

Ellen Broome CEO, BDA wrote:

“Really important study showing the inequity in access to identification of [hashtag#dyslexia](#) - with girls, children with EAL and those in more deprived schools all less likely to get diagnosed. This is patently wrong and must change! Access to identification and support must be fair and equitable so no child or young person is left behind. Have a read and please share!”



Department of Education, University of Oxford

Specific learning difficulties such as dyslexia are not being identified equally among pupils in England, according to a new major study.

The research analysed data from more than 540,000 Year 6 pupils across 14,800 schools and raises important questions about fair access to support.

It suggests that a child in one school could be identified with a specific learning difficulty, while a child with the same level of achievement in another school may not be spotted.

Key findings include:

- ◆ Higher identification rates in high achieving schools, even where pupils had the same test scores as peers in lower achieving schools
- ◆ Schools with more children from disadvantaged areas were associated with lower identification rates.
- ◆ Girls were less likely to be identified than boys, particularly in maths
- ◆ Pupils with English as an Additional Language were substantially less likely to be identified with specific learning difficulties.

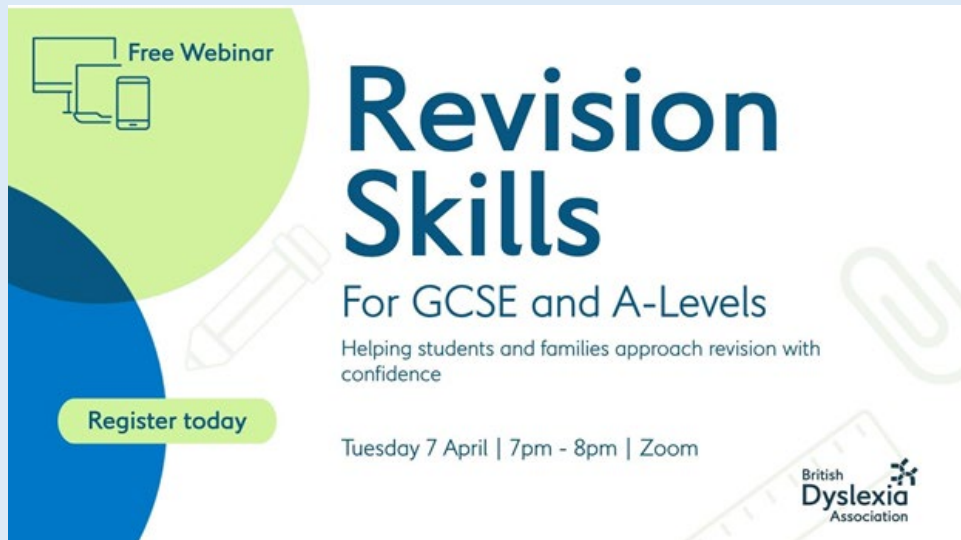
Professor Steve Strand, co author of the study, said: “The variation between primary schools in the number of young people identified with SpLD is huge, and we are unable to account for much of it. We need much more research to understand what drives these differences.”

The research was a collaboration between [Durham University](#) and our Department at the [University of Oxford](#).

Read more on our website [➔ https://lnkd.in/eYJcXP22](https://lnkd.in/eYJcXP22)

Alison Szalay - Specialist advisory teacher and educational consultant responded:

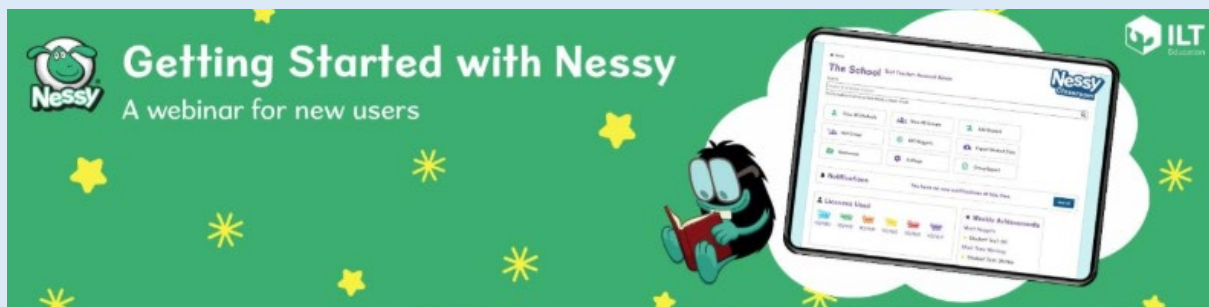
“A fundamental underling issue is that there is no funded pathway for dyslexia diagnosis in England. This is compounded by the variation in support services in different local authorities - a few LAs still have advisory teachers who can identify dyslexia, but not a consistent picture across England.”



Join our free online webinar on revision skills for GCSEs and A Levels.

Learn useful tips to support young people during exam season, understand the challenges they may face, and discover tools and techniques to help them revise effectively and manage stress.

[Register here](#)




Wednesday, 22nd April at 4 pm

This introductory webinar for new users will guide you through getting started with Nessy's structured, evidence-informed approach to reading, spelling and writing.

In this session, we'll explore an overview of the Nessy suite and Nessy Classroom, best practices for implementation, as well as progress tracking and impact monitoring. Whether implementing Nessy across your school or for targeted intervention, this session will help you get up and running with confidence.

Register here: <https://tinyurl.com/462buf7u>



Helen Arkell
Dyslexia Charity

Support Learners with Dyslexia

Theo Paphitis
Dyslexia Bursary
Empowering Young People

New course starts 17 April

Thanks to the Theo Paphitis Dyslexia Bursary we are thrilled to be able to offer more teachers and teaching assistants from the state school sector free places on the Helen Arkell Dyslexia Charity's six-week online [Supporting Learners with Dyslexia](#) course.

The course comprises six three-hour sessions on **Fridays from 9.30 am, starting on Friday 17 April.**

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 are welcome to book a [paid-for place on this course](#).

This course is accredited by [CPD Standards Office](#) and will provide 18 hours of CPD Accredited training (certificate provided for all attendees).

Book your place [here!](#)



SEND law e-learning courses

Online training that allows you to learn at your own pace

www.ipsea.org.uk @IPSEAcharity | [i](#) | [x](#) | [f](#) IPSEA

IPSEA - Independent Provider of Special Education Advice: Posts | LinkedIn

Our e-learning courses give you the opportunity to develop your knowledge of the SEND legal framework at a time and pace that suits you, using online exercises and comprehensive resources to guide you through the content.

Find out more about our online learning on our website: <https://lnkd.in/d3QGcNVp>

VIRTUAL ANNUAL CONFERENCE 2026



Unlocking potential: from universal screening to targeted support

Saturday 25th April 2026

Full details at:

[Patoss 2026 Annual Virtual Conference](#)

Join us for an inspiring day of insight and innovation!

1. Fully LIVE conference on the day
2. Real-world insights from the Universal Classroom
3. Evidence-based strategies for tackling writing difficulties with literacy and maths
4. Practical models of targeted support from experienced SENCOs & specialist practitioners
5. Interactive panels connecting research, practice, and policy

Provides 5.25 SASC hours & 1.75 general hours CPD

Proudly sponsored by:

Morning Session: Shaping the Future of Inclusive Education

Keynote: *The Universal Classroom – First-Year Findings*

Speaker: Professor Joel Talcott

We're thrilled to welcome Professor Joel Talcott, co-founder of the groundbreaking **Universal Classroom** initiative. This project tackles one of education's most pressing challenges: creating inclusive, equitable learning environments for every child. With universal screening and whole-school strategies, the Universal Classroom is transforming how schools identify and support diverse needs - echoing government calls for broader SEND provision.

Professor Talcott will share the project's vision and reveal early findings from its rollout in Wiltshire primary schools - insights that matter to teachers, assessors, and policy makers alike.

Read ['The case for a universal SEND screener in early primary'](#) by Joel Talcott, Susan Gathercole and Jo van Herwegen

Jenny Rodeck & Sarah Pearce SENCOs from Christ Church Primary and Zouch Academy share real-world experiences of implementing the Universal Classroom and its impact on pupils and families.

Alison Szalay Specialist advisory teacher and SASC board member offers a deep dive into classroom practice and policy implications.

Morning Panel Discussion

Join Professor Talcott, the Wiltshire team, **Dr Penny Hannant** (Development Profiling Tool), and **Professor Jo van Herwegen** for a lively Q&A exploring practical applications and future directions for inclusive education.

Afternoon Session: Tackling Literacy and Numeracy Challenges

Keynote: *Is Writing Just Too Difficult?*

Speaker: Dr Tim Mills

Writing is one of the most cognitively demanding skills—and for struggling learners, it can feel impossible. Dr Tim Mills, chair of the Department for Education's Writing Framework, will unpack why writing is so challenging and share strategies to make teaching this essential skill more effective.

According to psychologist Ronald Kellogg, writing is one of the most cognitively demanding activities humans undertake; the mental equivalent of 'digging ditches', he suggested. The writer is always close to cognitive overload and as a result, learning how to write is one of the most challenging undertakings for young children. Writing, however, is highly susceptible to teaching, and not being taught well puts children at a huge disadvantage; a disadvantage that grows exponentially as they proceed through school. And if writing is demanding for even the most confident child, how difficult is it for struggling children or those with a diagnosed condition that inhibits learning this complex skill? We would do well to note Julie Dockrell and Barbara Arfé's advice to address the difficulty and not the diagnosed label. To address these difficulties, educators need to arm themselves with as much knowledge as possible of the process of developing this crucial skill. This presentation seeks to put some sharp arrows in your quiver.

Additional Presentations:

Reading, Policy and Practice: What government reform means for dyslexia and literacy support - in this presentation, Professor Julia Carroll explores how emerging government policy is reshaping reading in schools, as well as how dyslexia and SEN are identified and supported. She highlights the crucial role of specialist teachers, new screening approaches, and the Unlocking Reading programme, urging the sector to engage with the SEND consultation to influence future provision.

Designing Effective Interventions for Maths Success

Professor Jo van Herwegen presents findings from the MetaSENse project, revealing key components for successful interventions in maths, reading, and writing.

Afternoon Panel Discussion

Our expert speakers will be joined by **Lynn Greenwold OBE** (Patoss Policy Advisor) and **Armande Fryatt** (Patoss APC Team Lead) to connect research with policy and practice. Expect actionable insights for educators and assessors navigating today's evolving educational landscape.

Information at: [Patoss 2026 Annual Virtual Conference](#)



Strengthening provision for Service children with special or additional education needs: Awareness, evidence and action

Online - Thursday 30 April (16:00 - 17:00)

Children can feel immense pride in having a parent in the Armed Forces. Evidence suggests, however, that the specific nature of the Armed Forces lifestyle presents unique challenges that can amplify the needs of Service children with special or additional education needs or disabilities. Taking place during the Month of the Military Child, this session will present an overview of Armed Forces life which can include frequent school moves and long periods of separation from the serving parent.

Findings will be presented from Supporting All to Thrive, an Oxford Brookes University project to investigate the educational opportunities, experiences and outcomes of children with special or additional needs from Armed Forces families. The research combines analysis of national level attainment data, a survey and arts-based methods to provide a clear picture of children's educational outcomes and a rich understanding of the complexities of their educational trajectories and experiences.

The session will raise awareness of the needs of Service children with special or additional needs, highlighting how they can be supported to progress and thrive, experiencing learning and development journeys that mitigate the unique challenges of Armed Forces life. A follow-up session in autumn 2026 will provide further information on practical support that schools can provide, linking to bespoke tools and resources.

Full details at: [Twilight Talk: Strengthening provision for Service children with special or additional education needs: Awareness, evidence and action | Nasen](#)

Join Dr Susie Nyman, award-winning educator and international speaker, for a dynamic new spotlight session on transforming reluctant writers into confident storytellers.

Spotlight
Inspiring Reluctant Writers

Helen Arkell
Dyslexia Charity

5 May 2026

New Spotlight Session:
Inspiring Reluctant Writers through Multisensory Strategies
Date: 5 May 2026
Time: 6pm-7pm
Online

Discover how **colour, texture, movement, props and narrative structure** can unlock creativity – especially for learners with dyslexia.

Packed with **practical, ready-to-use strategies** for educators and parents.

Susie brings over **25 years' experience** as a science and SEN specialist.

Her popular booklet, [The Multi-Sensory Teaching Toolkit](#), is available on our [website](#).

Susie's work features in BBC Bitesize, BDA, SEN Magazine and Ooka Books.

In recognition of nearly three decades of service, Susie received the prestigious **Pearson Lifetime Achievement Award**.

[Book Here](#)



Recent webinar recordings from their Virtual SEN conference: **Neurodiversity and Inclusion in Education**

Neurodiversity And Inclusion: Practical Pathways For Education:

<https://www.witherslackgroup.co.uk/advice-and-support/resources/neurodiversity-and-inclusion-practical-pathways-for-education/>

Understanding Pupils' Behaviour As A Bodily Response, Not A Deliberate Choice:

<https://www.witherslackgroup.co.uk/advice-and-support/resources/understanding-pupils-behaviour-as-a-bodily-response-not-a-deliberate-choice/>

Inclusive Classrooms: Supporting Pupils With Different Neurodivergent Needs:

<https://www.witherslackgroup.co.uk/advice-and-support/resources/inclusive-classrooms-supporting-pupils-with-different-neurodivergent-needs/>

Embodied Cognition: Creating A Positive Environment For Developing Brains:

<https://www.witherslackgroup.co.uk/advice-and-support/resources/embodied-cognition-creating-a-positive-environment-for-developing-brains/>

Here is some additional information from the speakers Understanding

Neurodivergent Burnout - <https://vimeo.com/831966625/a19a0e1e5f?fl=ls&fe=ec>

Healing from Burnout - <https://vimeo.com/988401318/e85ff6b65f?fl=ls&fe=ec>

To book your place on any of our upcoming webinars please visit

www.witherslackgroup.co.uk/webinars



Online Training – Recordings

Our Thursday Thirty online training sessions provide 30 minute introductions to some of the assistive technologies we use to support students access the curriculum/ and or communicate.

If you missed one of our Thursday Thirty online training sessions, take a look at the recorded sessions below:

[Thursday Thirty Recordings - CENMAC](#)

Liz Horobin • Professional Development Manager at Patoss Limited

In the almost forty years since I qualified as a teacher, I don't think a single working day has gone by without me pondering how to help students improve their writing or considering all the different skills they need to master to help them do so.

So, I was super excited when Sarah Reay and I welcomed the wonderful Dr Francesca Bonafede and Dr Tim Mills to take part in the latest episode of the Patoss Dyslexia Charity SEN & Sensibility podcast. Between them, Tim and Francesca have not only huge amounts of experience of teaching and motivating children and young people to write, but also enormous enthusiasm for ensuring that the importance of writing is not sidelined.

It's a longer podcast than we normally put out, but don't let that put you off – it's such a fascinating conversation! Fran and Tim bring insights from their experience and research as we explore topics ranging from the role of spoken language in early composition, through the 'messiness' of the writing process, the pros and cons of handwriting versus typing, to the tensions teachers face between meeting statutory expectations and nurturing confident, creative writers.

Did we come to any conclusions? Well, I think we all agreed that the role of writing is not yet dead and certainly not something that can be replaced by the use of AI. Writing is a creative act, a means of developing analytical skills, and a vital part of young people's identity and expression. It may be a challenging skill but definitely one that is worth preserving!

Do listen to the podcast and let us know what you think!

NEW PODCAST EPISODE OUT!

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

Episode 6: Teaching writing in schools: from messiness to mastery

Liz and Sarah are joined by Dr Tim Mills (National Curriculum & Writing Framework advisor) and Dr Francesca Bonafede (National Literacy Trust) to explore what really shapes young people's motivation to write.

Drawing on new research from 14,700 pupils aged 8–18, the conversation looks at why writing enjoyment declines as children get older and how choice, purpose, and freedom can help restore engagement.

The discussion explores:

- Why enjoyment and practice must sit alongside skill development
- The importance of drafting, redrafting, and embracing the messiness of writing
- How spoken language supports early composition
- The role of writing in developing analytical thinking
- What parents and teachers can do to support confident young writers



DYSCALCULIA

Dyscalculia affects how people understand numbers and maths concepts, but it is often misunderstood or missed entirely.

Whether you're navigating dyscalculia yourself or supporting someone who is, you don't have to do it alone.

The BDA offer a wide range of downloadable resources, from practical top tips to helpful fact sheets for adults, young people, and children.

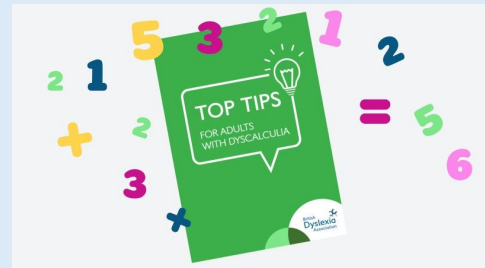
Explore our downloadable resources here:

<https://loom.ly/8DL1-BA>

Further information at:

[Dyscalculia Day 2026 - British Dyslexia Association](#) and [Dyscalculia Day](#)

Also visit the [Dyscalculia Network](#) for lots of helpful resources and events.



Dyscalculia can limit confidence, independence and opportunities without the right support, but it should never limit potential. With early identification, specialist teaching and inclusive practice, people with maths difficulties can thrive.

Arin Abraham –

[Read Arin's dyscalculia story here](#)

Grace Tindall –

[Read Grace's dyscalculia story here](#)

Do you have dyscalculia or a maths learning difficulty? Your story matters.

Many people experience challenges with maths throughout their lives, yet their experiences often go unseen or misunderstood. We want to help change that by giving people a space to be heard.

We are inviting individuals with dyscalculia or maths learning difficulties to share their story. By speaking up, you can help raise awareness, challenge common misconceptions, and inspire others who may feel alone or unsupported.

Share your story here: <https://loom.ly/Y007KvU>

Academic background and everyday experiences with maths

I was the child who did really well academically, who became the adult who continued to do really well academically. I am currently undertaking my MA in Autism, distinctions at PGCert and a first class honours degree.

However, when I reached the age of 7 and we were being taught to tell the time I struggled incredibly. I could not tell the



time properly till I was well into my teens. I went from an automatic set 1 maths student (judged by others by my other academic abilities) to a set 3 maths student in 5 years. This resulted in a GCSE grade E maths in 1991, which was and remains a significant outlier to my other qualifications.

I am now a company owner. I get by on the numbers front, but struggle sometimes with creating quotes, and not under-charging or miscounting financial figures. I know I will have done at some point and it will have cost me. I rely heavily on a calculator, and hand as many numbers-based tasks to others that I can. I am a mental health trainer, so managing timings in the training room and putting people into groups can be difficult for me too. Such a basic numbers task but I still struggle.

My greatest fear at the moment is doing my MA research, particularly as I may need to use more quantitative methods for what I wish to undertake. I struggled with the numbers part of my undergraduate degree research in 2006 for the same reason, but I still didn't know I had dyscalculia then.

Early experiences and first signs of difficulty

I first noticed the challenges at age 7 (1982) when we were learning how to tell the time using little orange plastic clocks in class. All the blue lines of my jotter were wobbly where the tears had fallen and blurred the lines. It made me feel depressed and I was already struggling that year. This just added to it. I never suspected anything until the autism assessor sent me my report in 2021 age 45 which also stated suspected dyscalculia. I had not been supported on many fronts and this explained so much. My lived experience also contradicts the stereotype that all autistic people are good at maths or work in STEM! I know women who were told they could not be autistic because they weren't good enough at maths. I am living proof this is false.

Diagnosis and understanding

When I received my autism diagnosis I was told I had suspected dyscalculia. It came as no surprise, but I would still like a formal assessment. I learned I am not actually a 'maths dunce' - a label I had often given myself, and my ex-business partner had always made fun of (and took financial advantage of, hence ex-business partner).

Support, strategies, and learning approaches

As an adult, age 37, I undertook functional skills maths in an attempt to improve my maths ability. It didn't really work as the information did not go into my long-term memory. I cannot remember any of it now. I find something must be my special interest for me to retain the facts around it. An example, I have an exception memory for mental health statistics, because this topic is a special interest.

Misunderstandings and impact from others

When I was 12, my maths tutor used to give me points for putting my name on the maths test paper. This did not assist my confidence or self-esteem. I was also living with unidentified autism, so that was unsupported also.

Personal insight and strengths

I did an IQ test as part of the research for a lived experience book I was writing. I learned that I pattern spot 87% faster than others on test. This was always something I couldn't fathom - why I seemed able to recognise patterns but wasn't good with numbers. Knowing this and the suspected dyscalculia helped with understanding.

Morph Mastery for Groups Intervention

A fresh, research-based small group intervention to transform spelling, vocabulary, and reading for learners aged 9-13.

COURSE CONTENT:
5 pre-recorded sessions, downloadable resources and activities and access to the brand new online Morph Builder!

From the author of the bestselling Morph Mastery: An Intervention

CODE: EASTER15
SAVE £15!

Online Training Courses

The training course for groups is now available OnDemand and to celebrate, I am offering a £15 discount for bookings made up to the end of April.

The training course for the group intervention has been really well received. It includes some new resources and an online Morph Builder activity, and there is a reduced option for those who have done the 1:1 intervention training course.

[Book now](#)

MORPH MASTERY FEEDBACK
Sue, teacher, St Lawrence Primary, Lincs

When I walk past the groups in session, it's joyful. All the children look forward to their Morph sessions, noone drags their heels.

Live Sessions on Zoom

Morph Mastery for Groups

5 interactive online sessions delivered live by Zoom (and recorded for lifetime access)

£160 ~~£175~~




Ready for the Exams? Making Sure Assistive Technology Works When It Matters

A quick reminder of what schools should check to ensure pupils can confidently use assistive technology in their exams.




THE SCHOOL GUIDE TO SUPPORTING DYSLEXIA WITH TECHNOLOGY

A FREE toolkit of evidence-informed technology to support learners with dyslexia, helping them access the curriculum, build confidence, and thrive in the classroom.



THE SCHOOL GUIDE TO SUPPORTING DYSLEXIA WITH TECHNOLOGY

A FREE toolkit of evidence-informed technology to support learners with dyslexia, helping them access the curriculum, build confidence, and thrive in the classroom.

AT Superstore x Dr Helen Ross 

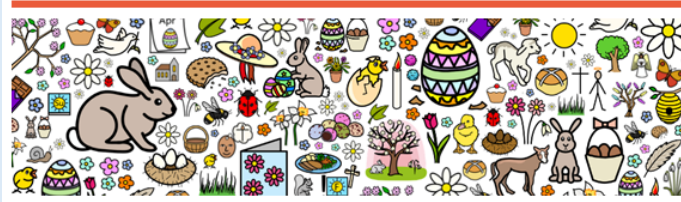
We've been working on this for a while with [Dr Helen Ross](#), a dyslexia specialist and I'm really pleased it's finally out there.

A free 'school's guide to supporting dyslexia with technology' - and the feedback so far has been really positive, especially around the fact that there are options for every budget.

That was important to us.

Not every school has the same resources and that shouldn't mean some kids miss out (it's also very useful for parents to understand what help is out there)


More details and download here: [Dyslexia And Tech In Your Class - Assistive Technology Superstore](#)



Egg-stra special Easter resources

[Widgit Symbol Resources](#) | [Seasonal Materials](#)

To help keep all the Easter excitement on track, we've gathered some of our favourite symbol-supported activities to enjoy this season.

	<p>Easter Holiday Planner</p> <p>For children who feel more comfortable with a bit of routine, the holidays can sometimes feel unpredictable. Our Easter Holiday Planner brings a little structure to the break, helping you plan everything from quiet mornings to egg hunts. Add symbols, photos and text, then display it on the fridge or wall as a clear visual guide.</p> <p>Download Free</p>
	<p>Easter Cards</p> <p>Nothing says Happy Easter quite like a handmade card. These symbol-supported templates make it easy for children to colour, decorate, and create a lovely surprise for family and friends.</p> <p>Download Free</p>
	<p>Easter Biscuits</p> <p>Did somebody say biscuits? This symbol-supported recipe helps children follow each step to make their own buttery biscuits, from mixing the dough to baking them in the oven. For an Easter touch, finish them off with icing and sprinkles.</p> <p>Download Free</p>
	<p>Chocolate Nests</p> <p>After the Easter egg hunt, why not make a nest for the eggs they've found? This symbol-supported recipe guides children through melting, mixing and shaping their own chocolate nests, ready to top with colourful mini eggs.</p> <p>Download Free</p>



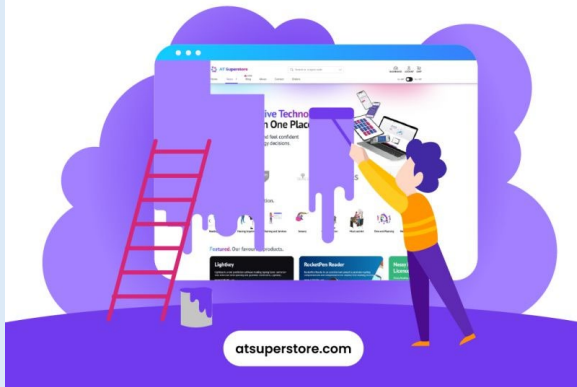
Employer toolkit

Employers guidance documents to ADHD, Autism, Dyslexia and Social, Emotional and Mental health.

- [An employers guide to Dyslexia in the workplace](#)
- [An employers guide to social, emotional and mental health](#)
- [An employers guide to ADHD in the workplace](#)
- [An employers guide to Autism in the workplace](#)



Our New Homepage Is Officially Live!



We've just updated our homepage

Why? Because every day, educators, families and workplaces are looking for tools that make learning and life more accessible.

It's now easier to spot the assistive tech that might help, see what's worked for others, and get support without the guesswork.

👁️ Have a look: <https://atuperstore.com/>



Spring Sale!



Use code **'SPRING20'** to get
20% off ALL shop items!

Announcing our Spring Sale

We are running a sale during April with **20% off** all purchases from our shop.

[Enter promo code SPRING20 when shopping](#)

Sale dates are
Monday 30th March – Sunday 26th April

- **don't miss out!**



[Why presentation skills are important for all college degrees | Genio](#)

In this blog, we explore why presentation skills are essential for every student, regardless of their course assessments. Learn how presentation skills make up the invisible toolkit needed for different career paths, and how college support staff can help students build the transferable confidence needed for life after graduation.



Supporting SEND in Mainstream Classrooms

Practical, inclusive strategies to remove barriers to learning and support all learners to succeed.

By Dr Sarah Moseley & Dr Helen Ross



Supporting SEND in Mainstream Classrooms

Dr Helen Ross • Consultant & Researcher | Expert SEN & Dyslexia Advisor
| Chair & Trustee | Specialist Tutor & Advisor Supporting Families & Schools | Churchill Fellow 2025

Supporting learners with SEND in mainstream classrooms shouldn't feel like guesswork.

That's why [Dr Sarah Moseley](#) and I have created this new course: practical, evidence-informed training designed to help teachers and school leaders support learners effectively in real classrooms.

Between us we bring decades of experience in SEND, dyslexia, assessment, research and teacher development. We know the research, but we also know the realities of busy schools.

Inside the course we explore:

- ✦ practical classroom strategies
- ✦ understanding different areas of need
- ✦ inclusive approaches that support all learners
- ✦ ways to reduce teacher workload while improving support

To celebrate the launch, you can get 25% off in the first week using the code LAUNCH25.

Find out more here: <https://lnkd.in/eSzFYbG3>



[Adam Dance | LinkedIn](#)

Member of Parliament for Yeovil and South Somerset

As an MP with dyslexia myself, I found Donald Trump's comments suggesting that people with learning disabilities should not be President, or hold leadership positions, extremely troubling.

His continued taunts towards Governor Gavin Newsom over his dyslexia are not just inappropriate, they are harmful.

Dyslexia is a common learning difference that affects many bright, capable individuals. It does not limit someone's ability to lead or serve the public. In fact, those of us with dyslexia often bring resilience, creativity and unique perspectives that strengthen decision making and leadership.

For a President to speak in this way is deeply disappointing. It risks reinforcing outdated and damaging stereotypes, and sends a message to young people with learning differences that they should lower their ambitions. That is simply wrong.

I am proud to serve in Parliament and to use my own experiences to advocate for greater understanding, accessibility and support for people with learning disabilities. Comments like these only strengthen my resolve to keep pushing for change.

We must call out this kind of discriminatory rhetoric and be clear that it has no place in modern society. People should be judged on their ability, character and contribution, not dismissed because of how their brain works.

President Trump owes Governor Newsom and the wider dyslexic community a sincere apology. I would urge colleagues across politics to stand together in challenging this harmful and, quite frankly, cruel stigma, and instead celebrate the diverse talents that people of all abilities bring to public life.



DYSLEXIA STORIES TO READ AT:

[Your Stories - British Dyslexia Association](#)

[Share your dyslexia story here](#)

Toe By Toe - A highly structured phonics-based reading manual

Caroline Fowke writes:

"I am a big fan of Toe By Toe, having used it in school and at home. I have met Frank Cowling on a few occasions and recently came across this obituary for his mother - Keda Cowling – who died in 2020 aged 94. I thought some might be interested to learn the story of how the book came to be created."



Frank Cowling

4 March 2020

My mother, Keda Cowling, who has died aged 94, started her career as a teacher at Sandal primary school in Baildon, West Yorkshire, in 1968. Her great passion – and soon her all-consuming obsession – became the teaching of reading.

Keda would ask the parents of any struggling readers for permission to teach their children at her home – without charge – at the end of the school day. She tried anything and everything to see what helped and this process of trial and error was the genesis of her reading system that later came to be known as [Toe by Toe](#).

Keda had chosen the name when a grateful parent said: "I see how it works now. Progress by tiny steps – almost one toe at a time ..."

Toe by Toe was finally published in 1994 and Keda's Little Red Book has now taught hundreds of thousands of people, young and old, to read. It has been used in prisons in the UK, Ireland and Australia, with literate prisoners teaching their counterparts in their prison cells. In recognition of her life's work, Keda was named the Sue Ryder Yorkshire Woman of the Year for Education in 2011.

Born in Saltaire, West Yorkshire, she was the daughter of Annie (nee Hollywood) and Henry Brannan, a mill worker. At the age of 14 Keda got a job at Salts Mill in Shipley and, like so many of her contemporaries, she was unable to accept her scholarship to the local grammar school for financial reasons. She married Albert Cowling, a bricklayer, and raised a family, and it was not until 1965 that she returned to education, at Bingley Training College, leaving in 1968 with her certificate of education.

Throughout her long career, she was absent from school for only two days after breaking a leg in the icy playground. Three days later, leg in plaster, she was back in the classroom. So many children discovered a love of books and stories after listening, enthralled, as Keda read, and embellished, *The Borrowers* at the end of the school day. Twenty years after she retired in 1989, middle-aged people in Baildon would stop her in the street to thank her for their love of books.

Keda and Albert, and Keda's brother, Pat, were the founders of the Baildon Edwardian Society, which met at the Angel pub every week for an evening of dressing up, singing and entertainments; members of the society also visited local nursing homes. It lasted for 20 years until Albert's death in 1997.

Keda is survived by two sons and four grandchildren. Another son predeceased her.



[Arran Smith | LinkedIn](#)



Neurodiversity & Dyslexia Thought Leader | Driving Understanding in Education, Business & Life | Chief Visionary | Head of Business Strategy and Development | Coach, Consultant, Speaker & NED

9 March 2026

[Reflection at 42: Losing your identity and finding it again | LinkedIn](#)

Different perspectives. Stronger understanding.

Today I turned 42.

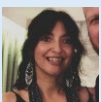
Birthdays often give us a moment to pause. Today has been one of those moments where I have had to reflect and really look back over the last 12 months. There have been difficult times. There have been challenging moments. At times those moments have been very dark.

But there has also been light. There have been people around me who supported me when things felt uncertain.

This moment is about reflection.

One word has helped carry me through that time. A word that people have said to me again and again.

Read full article [here](#).



[Donna Stevenson • Head of Training Services](#)
[@neuroboxHead of Training Services @neurobox](#)

Can our [hashtag#Neurodivergent](#) community truly bring their wholeself to work? 🤔

This is a great article and an inspirational one too 💙💙

We are definitely a lot further on the journey to encouraging everyone to be their authentic self at work... My training work at [neurobox](#) highlights that we still have a journey ahead to make the differences we want to see 💙💙

[Dyslexia helps me to be a better firefighter](#)



Jo Lee

ivvi co-founder and COO. Executive leadership and team coach. Motivational Maps practitioner.

This podcast guest comes with an impressive resumé.

Teacher, SENCo, PhD, Advisor, Researcher, Advocate and a mission to make the world a more inclusive place for people with dyslexia.



All of this makes for a fascinating conversation but the main thing that shines through in this episode is **Dr Helen Ross's** humility, passion and sheer joy for life.

We talked about:

- The mental load and masking that comes with neurodiversity, especially for girls at key life transitions
- The Transformational power of Edtech and AI
- How to be 'well informed' rather than 'well read'
- The power of claiming and defining your own labels

We could of kept talking for hours and I really hope you enjoy this conversation as much as we did!

Links to where you can listen to the podcast

Apple: <https://podcasts.apple.com/gb/podcast/174-dyslexia-adhd-identity-and-labels-taking-control/id1387645599?i=1000754484556>

Spotify:

<https://open.spotify.com/episode/2lMnNORY12Fhsgp6G7wbCk?si=a7d7efd31c0d4b67>

Youtube: <https://youtu.be/bsrCfOf5SZ4>

Podchaser: <https://www.podchaser.com/podcasts/dyslexia-explored-681113>

#MadeByDyslexia



STEVEN SPIELBERG
FILM DIRECTOR

“ I may be a slow reader but I have great comprehension. I really take my time. I savour good writing. ”

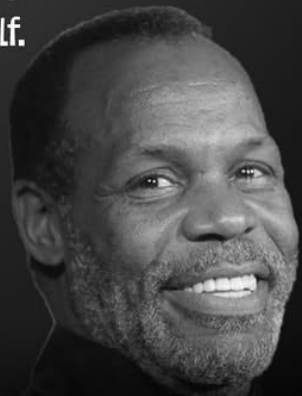
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DYSLEXIA

Dyslexia Daily

“They told me I was stupid. They told me I couldn’t learn. But I learned to believe in myself. That’s the greatest lesson I ever learned.”

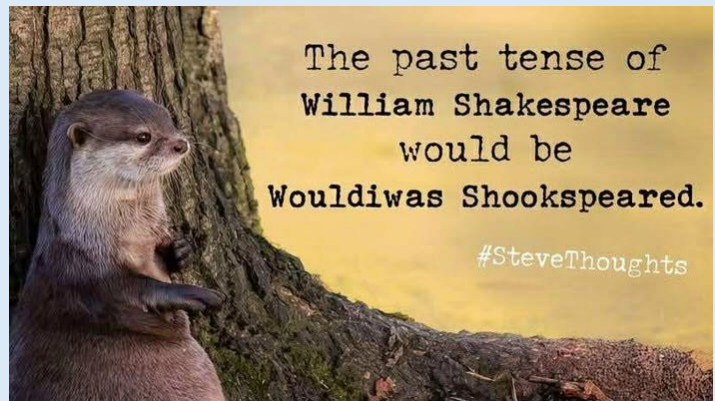
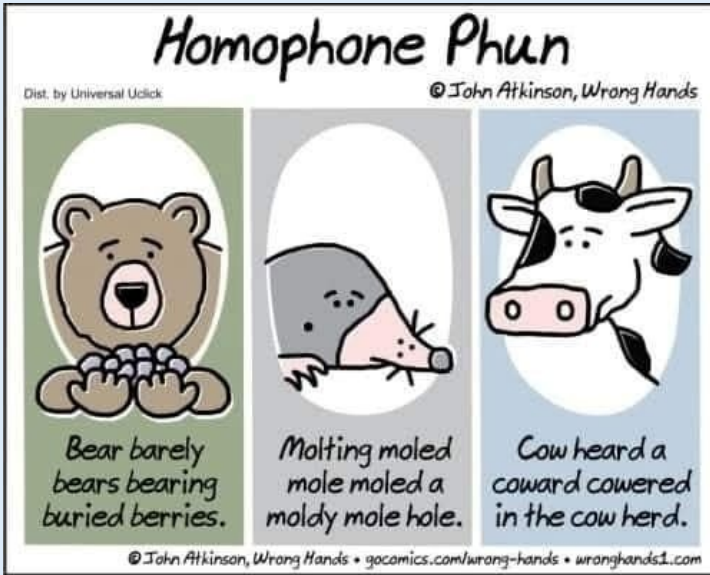
– *Danny Glover*
Actor



dyslexiadaily
where life meets dyslexia

He struggled with undiagnosed dyslexia throughout his school years. In an era when learning differences weren't understood, he often felt isolated and mislabeled. Reading was slow and exhausting, but he refused to let that define him. Instead, he relied on determination, creativity, and empathy, qualities that later fueled his award-winning performances and lifelong activism.

And finally . . .



Caroline Fowke

Wiltshire Dyslexia Association

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[Wiltshire Dyslexia Association](#)

WDA Instagram:
[@wiltshire_dyslexia_association](#)

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[Resources - British Dyslexia Association](#)

