

# WDA Newsletter 2026

## Issue 4 – May/June



Page	
1	Wiltshire News & Events
6	Invitations & Requests
9	Latest News from the BDA
11	National News & Comment
17	More Events & Recordings
29	Dyspraxia
32	Resources & Offers
40	Dyslexia Stories
44	... and finally

### WILTSHIRE NEWS & EVENTS

## New! WDA website at [wda.org.uk](http://wda.org.uk)!

With enormous thanks to Elise and Lee at [Unbranded Digital](http://Unbranded Digital)

Pictured below on the right! 😊

**Unbranded Digital** Organic & Paid Media Digital Solutions Work About Knowledge Hub News Contact Us [BOOK A CALL](#)

### The Digital Agency That Puts People First.

We partner with ambitious businesses to deliver expert digital solutions while teaching and empowering them every step of the way. We don't just get results; we build confidence, capability, and long-term success.

[DISCOVER OUR APPROACH](#)

Google ★★★★★ LIVING WAGE MINDFUL EMPLOYER GREEN WEB FOUNDATION



### [Give Back Scheme](#) | [Unbranded Digital](#)

Our Give Back Scheme

A commitment to helping meaningful causes, ensuring a positive impact for the future.



## Dyslexia Workshop For Parents And Carers

Tuesday 16<sup>th</sup> June

5.00pm – 6.30pm

Wiltshire Council County Hall

Bythesea Road, Trowbridge, Wiltshire. BA14 8JN

Presenter: Alison Szalay (Specialist SEN Service)

Find out what dyslexia is, how schools and other agencies in Wiltshire identify and support literacy difficulties, and ways to help at home.

Schools - please share the course information with your parents/carers.

### Booking Information:

**School staff** can book on through Right Choice at:  
[Dyslexia Workshop For Parents And Carers \(Face to Face\) | Right Choice](#)

**Parents and carers** can book by emailing: [DFS@wiltshire.gov.uk](mailto:DFS@wiltshire.gov.uk)

**Audience:** Wiltshire Primary and Secondary School staff, parents and carers.

Some visitor parking is available at County Hall: [View on map](#) 

The closest car parks are at St Stephen's Place Multi Storey and Court Street:  
<https://www.wiltshire.gov.uk/parking-trowbridge>.

Trowbridge Railway Station is within a 10 minute walk.



The WDA will be supporting the event by providing an information stand displaying resources.



**FREE**  
**DYSLEXIA FRIENDLY TEACHING TRAINING**  
**Friday 2nd October 2026**  
**Devizes Town Hall – Assembly Room**  
**9.30am - 4pm**

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

**PLEASE - Save the Date!**

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

**Please share with Wiltshire schools!**



Schools . . . please check out training opportunities at

**[SSENS Training Courses | Right Choice](#)**

including the short training videos on using assistive technology to support learners  
available at: [Assistive Technology Skills Toolbox \(Pre-recorded\) | Right Choice](#)



**The Universal Classroom:**  
**A New Free Screening Tool for Year 1 Teachers**  
**Please take part!**

The Universal Classroom project is an initiative co-produced with Aston University, University College London and staff from primary schools across England.

The project introduces a free Universal Screening Tool for Year One pupils, which will provide a high-level profile of every child's cognitive strengths and challenges, covering key skills including phonological skills, language, attention and working memory, regardless of whether they have a formal diagnosis. It will also include the accompanying Universal Classroom Toolbox, so that teachers can access evidence-based strategies tailored to these profiles immediately, ensuring inclusive support is a standard feature of our mainstream teaching.

The aim is that The Universal Classroom will be freely available to all schools by the end of the year. We are currently working with a number of schools in Wiltshire to pilot the screener and invite schools to take part.

**[Find out more and hear from Professor Joel Talcott](#)**

**[Find out more about the project and register your interest](#)**

# Marlborough St. Mary's SEND & Early Help Information Event



**Wiltshire Council**

## Where and when?

Marlborough St. Mary's Primary School,  
Marlborough  
SN8 4BX

**Friday 10<sup>th</sup> July 2025**  
**9am -11am**

## What can you expect?

We are looking forward to hosting a range of services and providers who will promote information about the support they can offer to you and your family. This will be set up as a Market Place in the school hall and you will be able to walk amongst the information stands.

## Who can attend?

This event is open to everyone, regardless of whether they are involved with the school or whether they have a child/young person with SEND.

## Market Place

We will be hosting the following providers:

- Wiltshire Parent Carer Council (WPCC)
- Wiltshire SSENS Team
- Wiltshire Dyslexia Association
- Wiltshire Short Breaks
- School Nursing Service
- Young Carers
- Wiltshire SEND Team
- Wiltshire Family Hub

and many more...

## More information?

Please do not hesitate to contact the school office if you wish to find out more information:

Phone: 01672 513101  
Email: admin@marlboroughstmarys.wilts.sch.uk

## Refreshments

Tea, coffee and biscuits will be served for the duration of the event

## Parking

There will be no parking on school site. Please use the car park nearby in George Lane - SN8 4BY



The WDA will be supporting the event by providing an information stand displaying resources.

**Family Hub**  
Wiltshire Council



## Wiltshire Family Hubs Latest Newsletter

Please visit the Wiltshire Family Hubs website [here](#) for view/download the most recent newsletter.

**Newsletter 2026 Number Four**  
[Download Newsletter](#)

The newsletter cover features the following sections:

- Support at the Family Hub** (Issue 4 - 2026)
- Baby Massage**: "Being able to confidently massage my baby means a lot to myself and baby's dad. It's a different way of caring and helps baby's wind down ready for bed." (Video feedback)
- Bookstart**: "I've started reading to my daughter wherever she is—whether she's sitting on my lap or playing nearby—because I now understand that it isn't just about the words, it's about the connection. She's become much more interested in picking up books herself, and I've noticed she's a lot more chatty too. I'd definitely recommend this course to anyone with a little one!"
- Within My Reach**: "The course has helped me to recognise my own thoughts and feelings and how I can better manage those when me and my wife are arguing. This has helped me to think before I speak and to recognise the way I speak meaning my children will no longer hear the arguments when we have them. I know now when I need to take time out to calm down."
- Sensory Play Spaces**: "The free space is quick easy and super clean! It's a calm controlled environment that assists the children with lots to do but also feels like you can breathe as a parent."
- Triple P**: "Learning to use assertive communication rather than being emotional will help me to make better decisions when talking to my ex, talking to him has always been so hard because I am angry about things, but now I can talk to him directly without feeling angry and by being strong."
- Why are nappy sacks so dangerous?**: "They're found in almost every changing bag, but did you know that nappy sacks can kill small babies? As nappy sacks are flimsy, they can easily cling to a baby's face as they breathe in and can tragically result in suffocation or choking."

Contact us by email: [wiltshirefamilyhub@spurgeons.org](mailto:wiltshirefamilyhub@spurgeons.org) | Contact us by phone: 0800 970 4669



## WPCC Response to the DfE SEND Reform Consultation

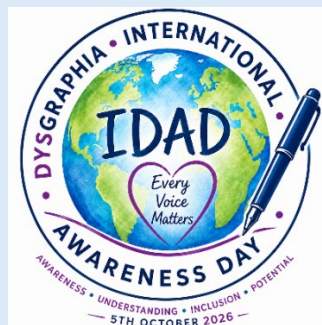
The national DfE SEND Reform Consultation closed on 18<sup>th</sup> May. The WPCC would like to extend its sincerest thanks to everyone who engaged by watching our interactive SEND Reform explainer video and submitted their views, suggestions and responses. We collated all responses received and submitted our 142-page report to the DfE, on behalf of Wiltshire SEND families.

In an effort to make our report a little easier to absorb, we have produced a short (approximately 8 minute animation) that summarises the WPCC response to the national DfE consultation on SEND reforms.

The feedback, gathered from our engagement with families, emphasises that the current SEND system is struggling to meet need and lacks accountability. Wiltshire families told us they want a model that prioritises early identification, early support, transparent communication, partnership and genuine inclusion tailored to individual needs, rather than a system governed by available resources. The 142-page report submitted to the DfE details specific recommendations suggested by Wiltshire parent carers for improving specialist and universal support, enhancing workforce training, and ensuring families are equal partners in decision-making; highlighting calls for a system that values lived experience as much as professional expertise and places the needs of the child as the utmost importance.

You can watch our animation [HERE](#).

## INVITATIONS & REQUESTS



## International Dysgraphia Awareness Day (IDAD)

### Invitation to participate

**Monday 5<sup>th</sup> October 2026**

**Celebrating Our 5th Anniversary Year**

This year marks the 5th anniversary of International Dysgraphia Awareness Day (IDAD), and I would love for our focus to remain on what has always been at the heart of our work.

**Continued on next page . . .**

Our IDAD Theme for 2026  
**Every Voice Matters**

*Celebrating 5 Years of Dysgraphia Awareness, Play and Understanding*

Over the past five years, we have worked hard to raise awareness of dysgraphia while encouraging confidence, inclusion, creativity, and the importance of learning through play.

As awareness continues to grow, so too does the importance of listening to lived experiences and supporting meaningful research that improves understanding and support for individuals with dysgraphia.

**For this special anniversary year, I would especially like to invite short recorded presentations or talks of approximately 15–20 minutes linked to one or more of the following areas:**

- **learning through play and handwriting development**
- **building confidence, inclusion, and self-esteem**
- **how occupational therapy can support dysgraphia**
- **assistive technology and dysgraphia**
- **improving awareness and understanding of dysgraphia through experience, support, or research**

If you work within education, dysgraphia, occupational therapy, neurodiversity, assistive technology, research, or family support, your voice and experience could help make this year's event truly meaningful.

Recordings do not need to be highly professional; they need to be supportive, encouraging, and informative. Every contribution helps raise awareness and support families, educators, and individuals affected by dysgraphia.

I am especially thankful to the wonderful professionals and returning contributors who have supported IDAD over the years and continue to help us grow awareness, understanding, and acceptance.

If you would like to help shape this year's event, whether by recording a contribution, sharing ideas, supporting planning, or helping promote the day, your support would be very warmly welcomed. Recordings can be completed and submitted at any time, ideally at least two weeks before the awareness day, which should help streamline things a little compared to last year.

### **Research Study 2026**

This year, I have also started a research project exploring how much teachers and SENCOs currently understand about dysgraphia. I hope to share some interesting insights with you as the project develops.

Together, I hope we can continue this important work and make our 5th anniversary year truly special.

I am really looking forward to reconnecting with you all and continuing our exciting journey together. After a difficult year health-wise, your support this year would mean more to me than I can properly express.

Kind regards,  
Maria Chivers

 [mariachivers@dyslexiaa2z.com](mailto:mariachivers@dyslexiaa2z.com)

 [research@dyslexiaa2z.com](mailto:research@dyslexiaa2z.com) (Research Survey 2026)

 [www.dyslexiaa2z.com](http://www.dyslexiaa2z.com)

 [www.dyslexiaa2z.com/idad](http://www.dyslexiaa2z.com/idad)

## Department for Education - Research

The Department for Education is inviting parents to share their views on what information is useful when choosing a school or college for their child. Complete an online survey, and if you are selected you will receive a thank you voucher £5-£75. [Sign up here](#)

The DoE is carrying out research into how parents and carers find and view information about schools and colleges, and what supports them to choose a school or college for their child.

As part of this, we would really appreciate input from parents and carers over the next few months to help inform our thinking. If chosen to take part, your time will be compensated with a voucher (from £5-£75). If you are interested in taking part in this research, please [Sign up here](#)

The research is entirely voluntary, confidential and you are not committing to participate by leaving your details.

If you have any questions, please email the researchers at: [Rachel.Thomas@education.gov.uk](mailto:Rachel.Thomas@education.gov.uk)

## PARTICIPANTS NEEDED!



Are you an immigrant parent of a child diagnosed with dyslexia?

### 1.PURPOSE

This study focuses on experiences of accessing and navigating assessment and support services for dyslexia to identify support strategies for migrant parents seeking assessment and support for their dyslexic children.

### 2.What happens if I take part?

- Complete a short online **questionnaire**
- Take part in a 45 minute Zoom interview at a time that suits you
- Interviews** will be securely recorded, stored on encrypted servers, only accessed by the research team



### 3.Benefits of taking part

Gaining your insights will contribute to **informing professionals and educators** on how to better support migrant parents' access and navigation of dyslexia assessment and support in the UK

### 4.ELIGIBILITY?

- Looking for participants who are:
- ✓ Migrant parents living in the UK
  - ✓ Has at least a child that received diagnosis for dyslexia in the UK

### 5.INTERESTED?

If you interested in this study please scan fill out the required form:

[https://qualtrics.ucl.ac.uk/jfe/form/SV\\_0JoSBMtwLmICbKC](https://qualtrics.ucl.ac.uk/jfe/form/SV_0JoSBMtwLmICbKC)

For any enquiries, contact Dina Hasnan, [qtnzdih@ucl.ac.uk](mailto:qtnzdih@ucl.ac.uk), or Dr Juhayna Taha, [juhayna.taha@ucl.ac.uk](mailto:juhayna.taha@ucl.ac.uk)

Dina is conducting a UCL study on the experiences of migrant parents in the UK who are navigating dyslexia assessment and support for a child diagnosed with dyslexia.

Participation involves a short online questionnaire and a 45-minute Zoom interview at a time that suits the participant.

“We are looking for migrant parents living in the UK who have at least one child diagnosed with dyslexia in the UK. The study aims to better understand the challenges families face when accessing and navigating dyslexia assessment and support services, so that we can identify ways to improve professional and educational support.”

Link to questionnaire:

[https://qualtrics.ucl.ac.uk/jfe/form/SV\\_0JoSBMtwLmICbKC](https://qualtrics.ucl.ac.uk/jfe/form/SV_0JoSBMtwLmICbKC)



**You may be aware that the DfE has launched a consultation on assistive software funded through DSA. This consultation proposes to remove the availability of specialist assistive software products to students through DSA, with undeniably detrimental outcomes on the students affected.**

In response to the DSA Consultation, we've put together [a dedicated web page](#) to support and guide you, your individual organisations, institutions and students, so that you can complete your response to the consultation, contact your MP, and sign the open letter.

[Visit Web Page](#)

We encourage as big a collective response as possible, to achieve the best outcome.

Please feel free to share with your colleagues to do the same.

If you have any questions, please email us: [info@bataonline.org](mailto:info@bataonline.org)

Many thanks, The BATA Team

[Jack Churchill OBE](#) writes:

The UK Government is consulting on removing funding available for disabled students and only allowing it in exceptional circumstances. For thousands of disabled and neurodivergent students, The Disabled Students Allowance isn't a perk. It's what makes equal access possible.

The [British Assistive Technology Association \(BATA\)](#) has launched a hub to help everyone raise their concerns. Whether you are:

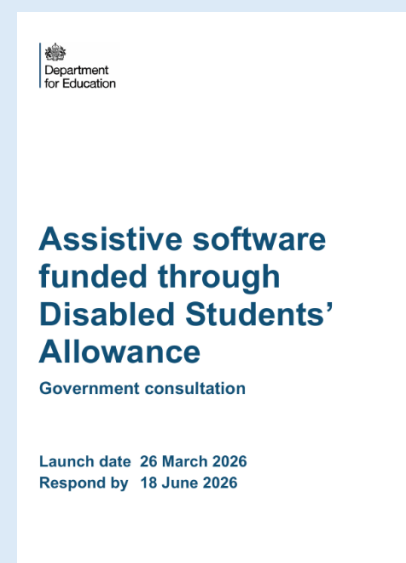
- A student who has used or planning to use DSA support
- An employer who values neurodivergent talent in your workforce
- A user of Assistive Technology in any setting

Through the BATA hub you can access an evidence-based response template, sign petitions, share your lived experience via [Disabled Students UK](#), and find out how to contact your MP.

**Cutting this support doesn't make the need go away. It just removes the means to meet it.**

👉 <https://lnkd.in/eeWxDSs7>

[DSA Consultation Resources - British Assistive Technology Association](#)





## BDA Strategy Document

This strategy sets out our direction for the next four years from 2026 to 2030. It has been shaped by what dyslexic people, families, educators, employers and professionals have told us about the barriers they face, the support they need and the change they want to see.

Dyslexia is widely recognised, but still not well enough understood. Too many dyslexic people are still being held back by systems, attitudes and barriers that should not exist.

**We want to change that. Over the next four years, we will focus our work around four goals.**

### **Supporting dyslexic people and families**

We will make it easier for dyslexic people and their families to find clear, trusted and accessible information, advice and support, from the moment they first suspect dyslexia and throughout life.

### **Helping professionals understand dyslexia**

We will support educators, employers and other professionals to better understand dyslexia and know how to help, so that good support becomes more consistent in schools, workplaces and communities.

### **Changing systems that do not work**

We will campaign for education, employment and public services to work better for dyslexic people, including fairer approaches to identification, support, exams, adjustments and accessible information.

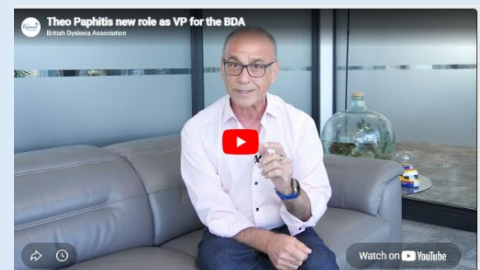
### **Building public understanding**

We will raise dyslexic voices, share lived experiences and help more people understand the real impact of dyslexia, so they are motivated to take action.

[Read the full strategy](#)

## **Theo Paphitis Appointed Vice President of the British Dyslexia Association**

We are proud to announce that Theo Paphitis is our new Vice President, building on a powerful and evolving partnership that has already delivered meaningful change.



Since becoming the BDA's Empowerment Patron in 2024, Theo has demonstrated exceptional commitment to supporting individuals with dyslexia. Working on a fully pro bono basis, he has contributed through advocacy, fundraising, public engagement and direct work with young people, educators and employers.

[Read more](#)



## Listening to our dyslexic children and families

This month, we brought together the voices of dyslexic children, young people, parents and carers to help shape conversations around future SEND support in England.

Children and young people with dyslexia spoke directly with Department for Education officials about their experiences, while parents and carers shared their views through a BDA survey as part of the Government's Right Support, Right Place, Right Time consultation.

Together, these conversations highlighted the real challenges faced by dyslexic families and the importance of ensuring their experiences are heard as SEND reforms continue to develop.

[Read more](#)

Includes a link to the [Findings from the BDA Parent Survey 2026](#)



## Here’s what you said...

These misconceptions don't just shape opinions, they shape hiring decisions, promotion opportunities, confidence, and inclusion at work. Ensure your workplace is dyslexia-friendly by exploring our Workplace Pledge.

[Find out more](#)



The deadline has passed for responses to the Government's consultation on special educational needs and/or disabilities (SEND) reform. **IPSEA has submitted answers to the consultation questions, as well as a detailed supplementary paper exploring important issues not covered by the Department for Education's questions.**

Children and young people with SEND need enforceable legal rights, not promises that cannot be delivered in practice. They need stronger protections, properly enforced support, and a system that is accountable when things go wrong. We hope the Government will reflect carefully on the consultation responses and reconsider any proposals that would weaken children and young people's legal right to support that meets their individual needs.

Having the right to an education that meets our children's needs is something we should all be proud of, and we will continue to do all we can to defend our legal framework.

Read our analysis and [response to the consultation](#) below.

### The risk to legal protections

**We have highlighted that although the proposed reforms promise significant improvements, they also risk weakening the existing legal protections that children, young people and families depend on.**

As part of IPSEA's response to the consultation, our key ask to the Government is not to replace children and young people's enforceable legal rights to special educational provision that meets their individual needs with a set of unenforceable aspirations.

The positive aspects of the SEND reform proposals – specifically the emphasis on earlier intervention, more inclusive schools, better training for school staff, improved collaboration between local partners, and greater involvement of specialists – can and should be happening right now, under the current legal framework.

**Making these things happen does not require legislative change or the removal of rights. Instead, it requires sufficient resources and a change in culture, so that the law is routinely applied and implemented, rather than widely circumvented as at present.**

### What we want to happen

We are urging the Government to amend the proposed reforms in the following specific ways:

- Strengthen support for children and young people both with and without Education, Health and Care (EHC) plans, [without diluting their individual, enforceable legal rights.](#)
- Make Individual Support Plans (ISPs) legally binding and enforceable by a parent or young person, with provision set out to meet individual needs.

- Put in place a clear mechanism for children and young people who are not in school or college to secure the provision they need.
- Retain all current rights to appeal against unlawful decisions, with no reduction in the powers of the SEND Tribunal.
- Extend the remit of the Local Government and Social Care Ombudsman so the Ombudsman can investigate complaints about support in schools for children with SEND.

We have also set out our concerns about the way the Government has carried out this consultation, in particular:

- The consultation doesn't make clear that the proposed reforms would reduce existing rights and entitlements;
- There are no consultation questions on some of the biggest planned changes;
- It's unclear which proposals remain under consideration and which have already been decided;

There's no evidence that the needs of children and young people who are educated outside of school settings have been considered.

### [Read our full response](#)

Our response to the SEND consultation: real change must recognise specialist teachers and specialist teacher assessors, as well as meet learners' needs.



**Read our response to the SEND consultation, calling for a system that is earlier, fairer and truly inclusive.**

While we welcome the focus on inclusion and consistency, real change will only happen if reforms are properly funded and shaped around the needs of children and young people.

A key message: specialist teachers and specialist teacher assessors must be recognised as a core part of the SEND workforce.

Too many learners with specific learning difficulties, including dyslexia and dyscalculia, are still missed or supported too late and that must change.

Read the full briefing and our key recommendations here:

👉 <https://www.patoss-dyslexia.org/.../send-consultation...>



**Every Child Achieving and Thriving, the government's vision for reforming support for disabled children and young people, and those with special educational needs, signals a major change of approach, emphasising the central role of inclusion in mainstream schools.**

The White Paper recognises that schools will need support to achieve this and outlines how mainstream educators will work more closely with specialist colleagues such as speech and language therapists or educational psychologists through an "Experts at Hand" model.

Amanda Allard, Director of the Council for Disabled Children, reflects on this model and stresses the importance of joint

working between all relevant authorities and appropriate funding to ensure that the workforce is sufficiently supported, resourced and trained to deliver the model effectively.

[Read the blog in full](#)

**#succeed  
with  
dyslexia  
Digest**

## **The Best Interview Tips for People with Dyslexia (AKA How to Absolutely Boss It)**

Interviews can make anyone's palms sweaty. Add dyslexia into the mix, and suddenly you're juggling fast questions, note-taking panic, and the fear of blanking on something obvious. Not exactly a relaxing experience.

Interviews can be especially challenging if you have dyslexia. This doesn't make you any less capable. It just means you may need to find strategies that suit you best.

With good preparation, helpful strategies, and the right support, you can show up as your best self and succeed - dyslexia doesn't define your limits, and you don't have to face it alone – we're here to help!

Creativity, strategic thinking, and innovative problem-solving are common strengths for dyslexic professionals, and employers value them.

When you prepare in a way that supports how you think and process information, interviews become far more manageable.

Here's how to take control of the process and make it work in your favour.

**Read on in title link for full article under the following headings:**

- 1 Prepare your way (ditch the boring rulebook)**
- 2 Ask for adjustments - it's self-advocacy, not a weakness**
- 3 Slow it down (you're not on a game show)**
- 4 Bring notes (yes, seriously, it's allowed)**
- 5 If you stumble, keep going (no one expects perfection)**



## Neurodiversity 101:

Prof. Amanda Kirby MBBS MRCGP PhD FCGI

Read articles in full by clicking on the title headings.

### [The Evolution of Language: From "Normal" to Neurodiverse](#)

#### **When did “normal” become the benchmark?**

Over the past 10 years of writing this newsletter, I've noticed something fascinating: language doesn't stand still. It reflects how we think — and sometimes how we limit thinking.

The word *normal* was not always about people. Before 1835 it was a mathematical term meaning a right angle. Then statistician [Adolphe Quetelet](#) applied the bell curve to humans and created the idea of the “average man”. From that point, difference began to be framed as deviation.

### [What is your spiky profile?](#)

**Nine people. Nine completely different profiles.**

**So why do we still design jobs as if everyone should look the same? We have to fit, squeeze and adjust**

We often talk about “skills” as if they are evenly distributed. They're not.

Each of us has a **spiky profile** — areas of strength alongside areas of challenge. Not better or worse. Just different. None of us are good at everything or have challenges across all domains. Yet most workplaces still recruit and manage as if people should be consistently able to do all tasks equally well.

We can all bend a little but when we have to constantly bend or stretch into different shapes for too long there is a breaking point for us all. This is where we lose talent. The reality is that adjustments in reality are often low cost/no cost... and come from a conversation and a dialogue... they never come from a checklist for ADHD and one for Dyslexia etc.

### [Awareness and celebration is never one week long... we need to work together to create lasting change](#)

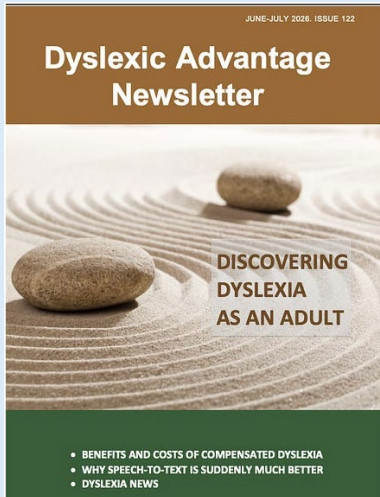
I don't understand why we want to be divisive in our community rather than bring ourselves together, highlight what's working and 100% show we care for each other - we know too well what it feels like to be left out and not included in all sorts of ways.

Not one person or organisation owns a week ... and while some organisations have led now and in the past ... we have seen others this year get on and do their own thing which is of course the right thing to do.

### [Trust at work: how it forms, how it fails, and why neurodivergent people experience it differently](#)

I have been thinking a lot about how we come to trust some people and share inner thoughts with them and what happens when/if trust is blown.

How do I know who to trust and what are the signs to avoid someone?



Here's this month's newsletter:

<https://7ca50762.flowpaper.com/JuneJuly2026Issue122final/>

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](#).



#### Quick links

Check out our [courses](#)

Find out about dyslexia [assessments](#)

Find out about [specialist tuition](#)

Go to our [online shop](#)

See all our [news](#)



**Numerous articles at:**

**[Special Needs Jungle - News, resources & informed opinion about Special Educational Needs . . .](#)**

#### **[New international alliance to support children with SEND](#)**

Page summary: Education Secretary calls on global leaders to join International Alliance to deliver opportunity for all children with SEND.

#### **[Education Secretary speech at Education World Forum](#)**

Page summary: In her speech, Bridget Phillipson called on global leaders to join an International Alliance to deliver opportunity for all children with SEND.

#### **[Organisations receive clear, accessible guidance on how to implement equality law in updated draft Code of Practice](#)**

Page summary: Government lays the Equality and Human Rights Commission's (EHRC) draft updated Code of Practice in Parliament.



**Rory File FRSA MA | LinkedIn**  
**Head of Education and Partnerships @ ILT Education UK**

Summaries of the evidence given to the House of Commons Committee's inquiry on **'Reading for Pleasure'** are available to view at:

summary 1 – topics on: 'Reclaiming Joy in the Early Years', 'Diversity in Content and Format' and 'Access, Hubs, and The Third Space'

summary 2 – topics on: 'Instruction vs. Joy', 'Identity & Representation', 'Breaking the Barriers'. Watch in full here: <https://lnkd.in/ejY9rV-f>

**Nurturing the Golden Thread: Reclaiming Reading for Pleasure**

**The Barriers (Takeaways)**

- The "Attainment Trap" in Schools**: Overemphasis on assessment and "reading for skill" frames reading as a chore rather than a joy.
- "Hyphenated Poverties" and Stability**: Children cannot experience bedtime stories without beds or find magic in wardrobes they don't own.
- Diminishing Access and Representation**: 800 library closures and lack of diverse characters make reading feel exclusive and unreachable.

**The Golden Thread: Reading as a Social, Emotional, and Systemic Connection (Home, School, Community)**

**The Solutions (Strategies)**

- Prioritise the "Early Years Cake"**: Focus on parental confidence and shared reading before children enter formal assessment systems.
- Activate the "Golden Thread"**: Connect health, education, and arts departments to fund low-cost, high-impact community literacy networks.
- Diverse Voices and Formats**: Use "boots on the ground" outreach and format-agnostic options like audiobooks to meet readers where they are.

© NotebookLM

**Dyslexia In Focus**  
 British Dyslexia Association  
 British Dyslexia Association Newsletter | Spring 2026

In this edition:  
 LOST IN THE SYSTEM  
 SEND REPORT  
 INCLUSIVE CLASSROOM TIPS

**Dyslexia**

**Open Booklet**

**Contents**

- 03 News and updates
- 04 Fundraising heroes
- 06 SEND white paper
- 08 Dyslexia in England
- 10 Inconsistent identification
- 12 BDA tuition service
- 14 Tips for an inclusive classroom
- 16 Workplace pledge
- 19 #MyDyslexiaStory
- 20 Conference and training



Join our webinar

BookTrust  
Bookbuzz

**Reading for Pleasure  
at Key Stage 3**  
Practical strategies  
for engaging  
Year 7 and  
Year 8  
students

Next week!

4pm  
Tuesday 9 June

**So excited about our webinar next week all about practical strategies to build a love of reading in Year 7 and 8!**

**Get ready to:**

- 📖 Discover research-backed strategies to make reading for pleasure an integral part of your curriculum
- 📖 Hear from expert practitioners
- 📖 Pick up practical ideas and resources
- 📖 Join author and teacher Kevin Moran, who'll share what truly resonates with young readers and how to foster long-term engagement

We'll see you there!

[BookTrust](#)

Find out more and book your free spot at the webinar 🙌 <https://bit.ly/4vGboUb>

[Webinar: Reading for Pleasure at KS3: Practical... | BookTrust](#)

**FREE Webinar, June 8th**  
**Morph Mastery: What is it and why does it matter?**

If you have wondered about using Morph Mastery in your setting, want to know more about its impact and content, aren't sure which course to book, or just want to find out for interest, this course is for you.

Here's a film about the impact of Morph Mastery at Abraham Moss Community Secondary School, Manchester:

[louiseselbydyslexia.com/wp-content/uploads/2026/05/Morph-Mastery-at-Abraham-Moss-final.mp4](https://louiseselbydyslexia.com/wp-content/uploads/2026/05/Morph-Mastery-at-Abraham-Moss-final.mp4)

**Book your free place**



Thank you to everyone who viewed and shared our previous monthly CPD Training & Events Brochure.

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

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



**ASL & Technology Conference 2026 - In Person or Online**

Do you support young people with Additional Support Needs in your setting or at home? If the answer is yes, then you should join us on 10th June!

**New webinar series for August 2026: #WebinarWednesday**

This programme builds on our previous webinars and training, offering weekly opportunities to explore inclusive digital learning and assistive technology in practice.

## Are you considering our next L4 Work place needs assessors course?

**Why not join the introductory session FREE ? No obligation to continue. Course is live and online in May or ask about our July course dates.**

### Why you should do this course

- Accredited by OCN London and PASSHE
- Delivered by experts
- Flexible payment options and APEL given
- Learn how to complete a screening and a workplace needs assessment. Understand how neurodiversity affects individuals
- 100% pass rate achieved from those who have submitted.

**Previous delegates have gone on to be associate assessors with BDA, Clearlinks, NATTC , Genius Within, Clearlinks etc**

**Email :  
info@positivedyslexia.co.uk**

For further information or go to  
<https://bit.ly/Level4OCNMay>

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



## Spotlight: Signs and Symptoms of Dyscalculia and Maths Difficulties

Monday 15<sup>th</sup> June 6-7pm

[Book Here](#)

**This session is online! Do not worry if you cannot watch live on the night – still book and we will send you the recording later in the week.**



Early intervention in both dyscalculia and maths difficulties is crucial for supporting learners effectively. Developing a clear understanding of the differences between dyscalculia, general maths difficulties, and other factors that impact mathematical learning is essential for providing appropriate support.

This talk explores how to identify the key indicators of dyscalculia and outlines the assessment process. It emphasises the importance of assessment for teaching intervention, highlighting that understanding how a learner approaches maths is just as important as formal diagnostic testing.

We will also examine why maths can be such a challenging subject to learn, including the cognitive and educational factors that influence progress. The concept of the “Jenga effect” will be introduced to illustrate how gaps in foundational knowledge can affect future learning.

Finally, the session will explore what effective teaching interventions should look like to support learners with maths difficulties, including the important role that maths games can play in reinforcing understanding and engagement.

We will cover:

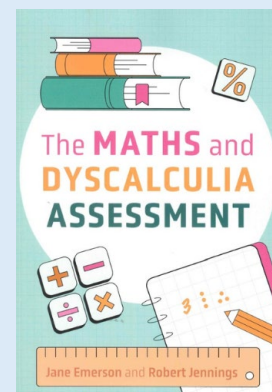
- Definitions of Dyscalculia and Maths difficulties
- Key indicators evidenced in the classroom and at home
- How does the assessment process work for maths
- Assessment for teaching intervention using the new publication: ‘Maths and Dyscalculia Assessment’
- Why is maths so hard?
- The Jenga Effect
- What does a teaching intervention for maths look like?
- Maths Games



Rob is the co-founder of [The Dyscalculia Network](#), an organisation that provides training and advice for teachers and parents supporting pupils with maths difficulties. He has over 15 years’ experience teaching young people with special educational needs. Over the past decade, he has specialised in supporting children who struggle with maths, working across both independent and state schools. Rob is a member of the CRESTED Council, where he represents issues relating to dyscalculia and maths difficulties across specialist schools throughout the UK. He holds an OCR Level 5 Diploma in Teaching Learners with Specific Learning Difficulties (Distinction) from Helen Arkell.

He is also co-author of *The Maths Difficulties and Dyscalculia Assessment*, published by Jessica Kingsley Publishers in July 2025. This assessment is unique in that it not only measures scoring accuracy but also explores the strategies and techniques learners use when tackling key areas of foundational maths. Rob has delivered presentations at a wide range of educational exhibitions and has worked with schools, colleges, and universities both across the UK and internationally.

To celebrate Rob Jennings spotlight session, we are offering 10% off his *The Maths and Dyscalculia Assessment* book until 30th June 2026! Find his book [here](#).



## Cognitive processes in mathematical learning: Insights from the IDS-2

Live webinar: 12.30pm, Tuesday 16th June

Presented by Assessment Consultant, Sarah Sainty

This [free one-hour webinar](#) will explore the information that the [Intelligence and Development Scales – 2nd Edition \(IDS-2\)](#) can provide that is relevant for understanding mathematical learning.

The webinar is suitable for assessors whose focus is primarily on literacy skills, as well as those wishing to investigate the possibility of Specific Learning Difficulties in mathematics or dyscalculia.

Can't make the live webinar?  
Register and we will send you the recording  
to watch at a time that suits you.

[Register now](#)



### See also our latest SpLD blog articles

[The case for early assessment using the IDS-2](#)

[Are we seeing the whole picture? Visual perception and Specific Learning Difficulties  
Is this Dyscalculia? New perspectives on diagnosing mathematical difficulties  
Capturing the dynamic nature of dyslexia: The Delphi Definition](#)

---

**Under the RISE programme, funded by the Department for Education, the Council for Disabled Children is running a national online event focused on the SEND reforms.**

#### Time and date:

**10:00 to 13:00, Monday 22 June  
via Microsoft Teams.**

This event is aimed at Local Authority and Health SEND Leads, Commissioners, Designated Social Care Officers, Designated Medical Officers, Designated Clinical Officers and NNPCF Regional Directors. Priority will be given to these roles.

The agenda is yet to be announced but the event will consist of a main plenary session, and a range of workshop choices (attendees will be given the chance to sign up to 2x workshops, details on the workshop content will be circulated nearer the time).

[Reserve your place here](#)



The RISE Partnership

COUNCIL FOR DISABLED CHILDREN

**SEND Reform: Planning for the Future**

**National online event: Mon 22 Jun**

**Reserve your place now!**





## Teaching children with reading and writing difficulties

For more than 10 years, 25% of children in England have not learned to read or write as well as they need to. What are the most effective ways to help these children?

A hybrid event for teachers, policymakers, and researchers exploring evidence-based strategies and policies to support children with reading and writing difficulties. Includes short presentations and an in-person reception after the seminar. [Find out more](#)

**Event type:** Hybrid

**Date & time:** 25 Jun 2026, 16:45 – 18:45

[Join online](#) or [Join in person](#)

Room W3.01, UCL Institute of Education, 20 Bedford Way, London. WC1H0AL

Full details at:

[Teaching children with reading and writing difficulties | UCL Institute of Education](#)

This event will explore effective approaches to supporting learners with literacy challenges, alongside discussion of the policies that can best enable their success. Designed for teachers, policymakers, and researchers, the session will feature short, focussed presentations offering practical, evidence-informed insights.

Join us [in person](#) or [online](#) for this hybrid seminar 4:45–6pm, followed by an in-person reception from 6 - 6:45pm.

### Speakers

- Stephanie Al Otaiba – Professor of Education, Southern Methodist University's Annette Caldwell Simmons School of Education and Human Development (Dallas, US)
- Ellen Broomé – Chief Executive of the British Dyslexia Association (UK)
- [Rosanne Esposito](#) – Associate Professor (Teaching), UCL
- Manon Jones – Professor in Psychology and Director of Research at the School of Psychology & Sport Science, Cognitive Neuroscience Institute, Bangor University (Wales, UK)
- Charlotte Hacking – HHCP Teacher Engagement Lead, UCL
- [Dominic Wyse](#) – Professor of Early Childhood and Primary Education, UCL

### Related links

- [The Balancing Act initiative](#)
- [Helen Hamlyn Centre for Pedagogy \(0–11 years\)](#)
- [Department of Learning and Leadership](#)



**3<sup>rd</sup> July 2026 - 08:30 - 16:30**  
**The Vox, Resorts World, Birmingham**

As times continue to change, it's vital that we keep progressing in SEND and inclusion, and we have a full agenda of expert speakers ready to support you in doing exactly that.

nasen LIVE returns to The Vox Conference Centre, Birmingham, on Friday 3<sup>rd</sup> July 2026 - at a pivotal moment for the SEND sector.

With the publication of the government's Schools White Paper, this year's event offers a timely opportunity to come together, reflect on what these changes may mean in practice, and explore practical, sustainable approaches to inclusion.

Join colleagues from across the sector for a day of expert insight, discussion and connection - with free lunch and refreshments included to support networking and shared learning throughout the day.

Following last year's sold-out event, nasen is excited to return to the Vox, Birmingham, with a brand-new theme: "Inspiring SEND Innovation Through Times of Change."

**[Book your place](#)**

**[NL26 - Final Agenda](#)**

**[nasen LIVE Seminars and Panels | Nasen](#)**

Taking place at The Vox, Birmingham on Friday 3<sup>rd</sup> July 2026, this year's event will bring together leading voices from across the SEND community for a full day of practical CPD, sector insight and inspiring discussion.

With 20 sessions, 40+ speakers, and a packed programme of seminars and panels, nasen LIVE 2026 is designed to help you respond with confidence to the opportunities and challenges facing education, SEND and inclusion.

This year's agenda explores the issues that matter most, including:

- SEND policy and sector change
- Inclusive practice across schools and settings
- Accessibility and assistive technology
- Parental partnership
- Inclusive literacy
- Supporting wellbeing and belonging
- Practical strategies for sustainable whole-setting improvement

nasen LIVE 2026 tickets are now extremely limited, so please secure your place as soon as possible to avoid disappointment.

**Specialist Spotlight: Supporting learners' resilience and mental wellbeing (Secondary/FE) | Whole School SEND**

**17th June 2026 - 15:30 - 16:30**

**Specialist Spotlight: Supporting learners with attention difficulties (Secondary/FE) | Whole School SEND**

**22nd June 2026 - 15:30 - 16:30**

**Specialist Spotlight: Supporting learners with attention difficulties (Primary) | Whole School SEND**

**24th June 2026 - 15:30 - 16:30**

**Exploring Inclusive Practice under the SEND Reforms | Whole School SEND**

**25th June 2026 - 15:30 - 17:00**



**Introduction to SEND law: 15 July | £79**




This training is designed specifically for parents, carers and supporting family members of children with SEND, providing an introduction to SEND law, and empowering attendees to secure the right education for their child.

**EHC plan masterclass – existing plans: 3 August | £79**

This training is developed as a guide for parents who already have an EHC plan and will help you to navigate the system from looking at the information a plan should contain, through to appeals to the SEND Tribunal.



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

**[View more training for professionals](#)**

**Session: Creating communication-access ramps in mainstream lessons**  
**Date: Thursday 9<sup>th</sup> July 2026**  
**Time: 15.30 to 16.00 (GMT)**

**CENMAC's Thursday Thirty**

Link for full details and to [Reserve your place](#)

Our Thursday Thirty online free 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:

[Collective Voice, Collective Impact - The Alliance for Inclusive Literacy](#)

[Putting Learners at the Centre - Needs-Led Learning](#)

[Using Doodle to support maths, English and spelling for children with SEND](#)

[Literacy for All - Rethinking Access, Expectations and Entitlement](#)

More available to view at: [Thursday Thirty Recordings](#)

# Everway

 **Unlocked 26**

6th October | Free virtual PD event

[Save the date](#)

Educators join our events to reflect, refine, and move progress forward. Everway Unlocked builds on that at a global scale.

[Register now](#)

And get early access to free resources before the event.

Engage - Inspire - Achieve

positive dyslexia

St Mary's University London

positive dyslexia.co.uk

presents

**NEURODIVERSITY CONFERENCE**

October 23<sup>rd</sup> 2026

Friday 23 October 2026

CONFIRMED SPEAKERS

St Mary's University, Twickenham

Join educators, specialists, employers and advocates for a day of expert-led keynotes, practical workshops and shared experience — championing neurodiversity in education and the workplace.

St Mary's University

Dyslexia ADHD Dyscalculia

Inclusive Education Dyspraxia Strength-based Approaches

DARA

10<sup>th</sup> ANNIVERSARY

Book your place: [positive@dyslexia.co.uk](mailto:positive@dyslexia.co.uk) | [info@positive@dyslexia.co.uk](mailto:info@positive@dyslexia.co.uk) | 07720 775100 | [NeurodiversityConferences2026](https://www.facebook.com/NeurodiversityConferences2026)

Our next Conference is at St Mary's University on October 23rd with a host of eminent speakers and exhibitors. Early bird tickets are only £75 but end at the end of the month! We have Professor Amanda Kirby as our keynote speaker and it will be 2 Hours SASC approved CPD: [Read More](#)

Dive into .....

Come in the water is lovely!  
Join one of our workshops and find out more - June 9<sup>th</sup> at 6.30pm

### What is DARA?

Free webinar for L7 and WPNA's (and students) on 9th June - find out all about it and how it can help report writing with Dr Jennie Guise. We will answer all your questions and do a live demo. Find out all about it! [Free DARA workshop 2 Tickets, Tuesday, June 9 • 6:30 PM - 7:30 PM GMT+1 | Eventbrite](#)

Beyond The Burnout: Wellbeing Tools For Overstretched SENCOs

Miriam Dyberg-Tengroth

48:07 / 48:07

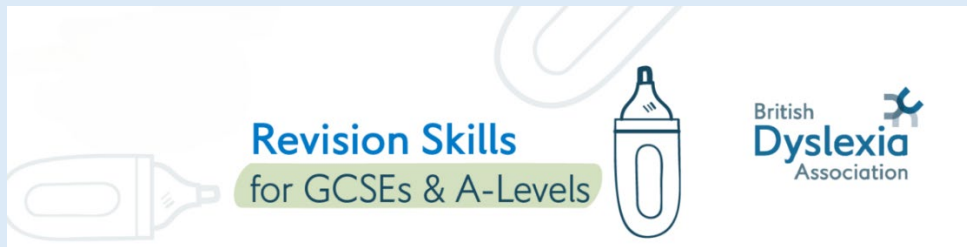
More videos

YouTube

### [Beyond The Burnout: Wellbeing Tools For Overstretched SENCOs](#)

Miriam Dyberg-Tengroth, our Senior Psychologist, shares practical wellbeing tools and strategies to help you manage stress, prevent burnout, and stay at your best. In this webinar, Miriam shares:

- ✓ SENCO-specific wellbeing tips to use in high-pressure moments
- ✓ How to spot the early signs of burnout and what to do before it escalates
- ✓ Realistic ways to balance leadership responsibilities while supporting both staff and pupils
- ✓ Tools to build and sustain resilience, including ways to reset and recharge



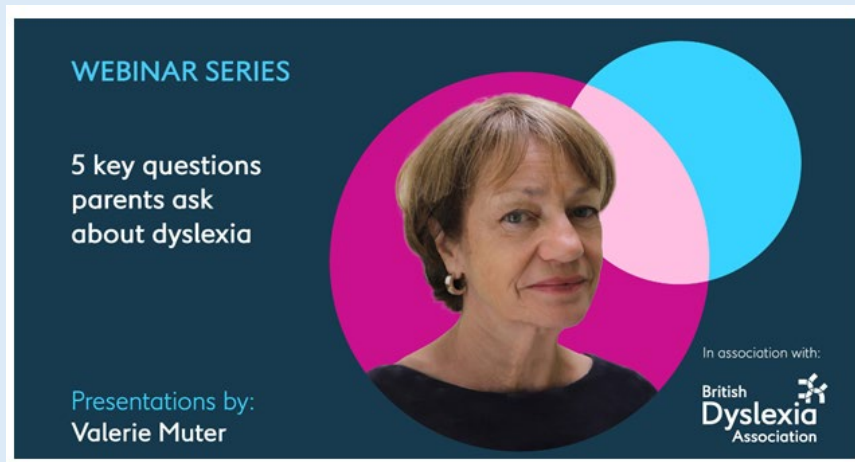
## [Free Webinar - Revision Skills for GCSE's & A-Levels \(Parents / Carers / Students\) - YouTube](#)

Revision Webinar

More videos available at: [British Dyslexia Association - YouTube](#)

We offer essential resources for young people, parents, and educators, covering exam tips, revision support, and building self-confidence. Our webinars and resources are free for all.

Dyslexia Resources



### **Did you know, we have an on-demand webinar series for parents and carers?**

Our webinars are available on our website and designed to help you feel more confident about understanding dyslexia. They cover common questions from parents and teachers, highlight key signs to look out for, and guide you through the next steps to support your child effectively.

FREE Download



## Reading Matters: Practical perspectives from practice

This episode explores reading development and difficulties, focusing on how understanding the reading process can shape more effective and motivating support for learners.

Key points include:


- Why reading is a complex, multi-layered skill, involving decoding, language, memory, and comprehension.
- How reading difficulties can affect confidence, motivation, and engagement across learning and everyday life.
- The importance of fostering motivation and positive reading experiences, particularly for reluctant or anxious readers.
- The role of libraries as inclusive, supportive spaces that encourage reading for pleasure and access to a wide range of formats.
- Practical examples of small, thoughtful adjustments that can make reading more Accessible
- The value of the learner voice and personalised, informed approaches.
- How reflection and ongoing professional development can strengthen reading support and outcomes.

The discussion offers practical insight and reassurance for practitioners and parents alike, highlighting how motivating environments, accessible resources, and informed strategies can help learners engage more confidently with reading.

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

**THE 'WHAT IS...?' SERIES**

## SIGNS OF DYSPRAXIA



A child with dyspraxia may appear unusually clumsy, often bumping into things, tripping, or dropping objects.

They may struggle with activities that require co-ordination, such as catching a ball, riding a bike, or using playground equipment.

Simple daily tasks like getting dressed, tying shoelaces, or using cutlery can take much longer than expected.

Their handwriting may be messy or tiring because holding and controlling a pencil feels difficult.

They may find it hard to organise their belongings, often losing items or having a very messy desk or bag.

A child might appear slow to complete tasks because their brain is working hard to plan each movement.

Following multi-step instructions can feel overwhelming, especially when several actions are expected in sequence.

Over time, repeated difficulties with everyday tasks can affect their confidence and willingness to try new things.

They may avoid sports, practical activities, or games that involve physical co-ordination.

They may struggle with spatial awareness, finding it hard to judge distance or where their body is in space.

©TheContentedChild. For personal/professional use only. Not to be reproduced or altered without written permission.

## Dyspraxia Foundation Frequently asked questions

### Are dyspraxia and developmental coordination disorder (DCD) the same thing?

This is an important question and the source of some confusion.

Developmental coordination disorder (DCD) is a formal diagnosis with diagnostic criteria described by the American Psychiatric Association in the Diagnostic and Statistical Manual. A revised version was published in 2013.

Having clear diagnostic criteria is helpful because it provides a common, shared understanding of a particular group of people. This is especially important for researchers when comparing interventions or trying to understand the causes of a condition.

There is no such international agreement for the definition of dyspraxia.

However, many people with lived experience say they prefer the term 'dyspraxia' to DCD because they are uncomfortable with the words:

- 'developmental' - which suggests they should have 'grown out of' their difficulties by adulthood,
- 'coordination' - because this doesn't convey the range of difficulties they experience day to day, both physical and non-physical; and
- 'disorder' - because they regard themselves as 'different' rather than 'disordered'.

Many older teenagers and adults describe themselves as 'dyspraxic' and consider dyspraxia to be a fundamental part of their identity.

Dyspraxia Foundation, therefore, recognises DCD as the clinical diagnostic term but respects people's right to use the term dyspraxia to refer to themselves and their difficulties.

### **Can a person have dyspraxia/DCD and autism?**

Dyspraxia/DCD and autism are separate conditions but do share some similar characteristics.

People can have both autism and dyspraxia/DCD and it is important that both diagnoses are given where appropriate, to enable a full understanding of a person's needs.

### **Does dyspraxia/DCD overlap with any other conditions?**

It is very common for people with dyspraxia/DCD to have symptoms of at least one other disorder.

Research suggests that:

- Around 50% of people with dyspraxia/DCD also have ADHD
- Around 10% of people with dyspraxia/DCD show signs of autism while around 80% of children with autism have movement difficulties consistent with a diagnosis of dyspraxia/DCD
- Around 50% of children with dyslexia show features of dyspraxia/DCD.
- Around one-third of children with specific language impairment also have dyspraxia/DCD.

It is important that co-occurring conditions are identified so that a complete picture of a person's needs can be identified, and appropriate support provided.

### **Can a child with learning disabilities also have dyspraxia/DCD?**

Many children with learning difficulties are also delayed in their motor development. The question is whether their coordination difficulties are greater than would be expected given their cognitive ability. It is not always possible to carry out a formal movement assessment when a person has difficulty following instructions or sticking with a task. In this case it may not be possible to make a formal diagnosis. However, many of the general tips and strategies recommended by the Dyspraxia Foundation will be useful, whether or not a child has a formal diagnosis of dyspraxia/DCD.

### **Does dyspraxia/DCD run in families?**

Dyspraxia/DCD seems to run in families in some cases, but to date, no specific gene has been identified. It is likely that there are many different causes of dyspraxia/DCD, and genetics may be one.

### **Are DCD and global developmental delay (GDD) the same thing?**

DCD and GDD are two conditions, listed separately in [DSM-5-TR](#) (American Psychiatric Association, 2022). DSM is a medical reference manual describing the diagnostic criteria for a range of mental health and brain-related conditions. It is used by clinicians in the UK and elsewhere. The diagnostic criteria for GDD and DCD (also known as dyspraxia) are summarized below.

**Global Developmental Delay** is categorized in DSM-5-TR as an intellectual disability under the broader neurodevelopmental disorder heading. It is identified in children under 5 years of age who

are delayed in two or more developmental domains - gross or fine motor skills, cognition, speech and language, personal/social and activities of daily living. Most go on to be identified as having a learning or intellectual disability as children.

**Developmental coordination disorder** is categorized in DSM-5-TR as a discrete motor disorder under the broader neurodevelopmental disorder heading. It is identified when:

- a) the acquisition and execution of skilled movements is substantially below that expected given the person's age and opportunities for skill learning
- b) motor difficulties significantly and persistently interfere with the performance of everyday activities at home/school/work/elsewhere
- c) difficulties have been present from an early age (birth)
- d) motor difficulties can't be explained by another condition such as cerebral palsy, learning disability or visual impairment

DCD isn't usually diagnosed in children under the age of 5. Some children with a previous diagnosis of GDD may later be diagnosed with another neurodevelopmental disorder as the specific nature of their difficulties becomes clear over time.



## [Download our latest Issue here for free](#)

I'm delighted to share with you the **20th issue of Dyspraxia Magazine (Spring 2026)**. Inside this issue, you'll find professional insights from various people who excel in their industries, interviews from people like you, exclusive discounts on great products and celebrations for the young people in our community.

Plus, don't forget to [download your free copy](#) of the magazine today and dive into the stories, celebrations, and interviews designed to support and uplift our community.

Best regards,

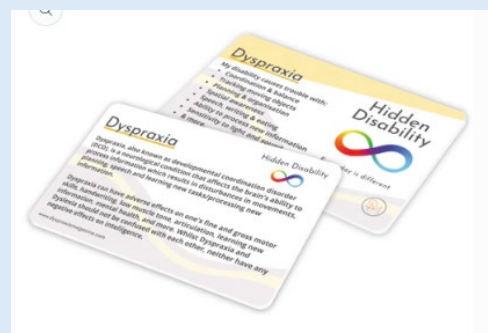
Krystal (Founder)

P.S. **We're always looking for new voices!** If you'd like to contribute an article, poem, or research, email your pitch to: [enquiries@dyspraxiamagazine.com](mailto:enquiries@dyspraxiamagazine.com).

## [Dyspraxia Awareness Card – Dyspraxia Magazine](#)

Get your hands on the Dyspraxia Awareness Card, the perfect tool to help others better understand your Dyspraxic traits. Whether you keep it in your purse or wallet, attach it to an ID sleeve on a lanyard, or slip it into your school backpack, this card is convenient and easy to carry wherever you go.

With its clear message, you can communicate quickly and effectively with others who may not fully understand your specific needs. Sized like a standard bank card, it is made of durable and waterproof material, ensuring it lasts you a long time. Don't let communication struggles get in the way of your future- grab one of these Dyspraxia Awareness Cards today!



**NEW** Activity Plans from...

# FLEXITABLE™

**Ideal for:**

**Teachers, SENCOs & Parents (Home Schooling)**

	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

**Multiplication & Division**



	1	2	3	4	5	6	7	8	9	10	11
1	1	2	3	4	5	6	7	8	9	10	11
2	2	4	6	8	10	12	14	16	18	20	22
3	3	6	9	12	15	18	21	24	27	30	33
4	4	8	12	16	20	24	28	32	36	40	44
5	5	10	15	20	25	30	35	40	45	50	55
6	6	12	18	24	30	36	42	48	54	60	66
7	7	14	21	28	35	42	49	56	63	70	77
8	8	16	24	32	40	48	56	64	72	80	88
9	9	18	27	36	45	54	63	72	81	90	99
10	10	20	30	40	50	60	70	80	90	100	110
11	11	22	33	44	55	66	77	88	99	110	121

**Addition & Subtraction**



	1 (100%)		
$\frac{1}{2}$		50%	$\frac{1}{2}$
$\frac{1}{3}$		33.33%	$\frac{1}{3}$
$\frac{1}{4}$		25%	$\frac{1}{4}$
$\frac{1}{5}$		20%	$\frac{1}{5}$
$\frac{1}{6}$		16.6%	$\frac{1}{6}$
$\frac{1}{8}$		12.5%	$\frac{1}{8}$
$\frac{1}{10}$		10%	$\frac{1}{10}$
$\frac{1}{12}$		8.3%	$\frac{1}{12}$
$\frac{1}{15}$		6.7%	$\frac{1}{15}$
$\frac{1}{20}$		5%	$\frac{1}{20}$
$\frac{1}{25}$		4%	$\frac{1}{25}$
$\frac{1}{30}$		3.3%	$\frac{1}{30}$
$\frac{1}{40}$		2.5%	$\frac{1}{40}$
$\frac{1}{50}$		2%	$\frac{1}{50}$
$\frac{1}{60}$		1.7%	$\frac{1}{60}$
$\frac{1}{80}$		1.25%	$\frac{1}{80}$
$\frac{1}{100}$		1%	$\frac{1}{100}$

**Fraction, Percentages & Decimals**



	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	29	30	
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	
51	52	53	54	55	56	57	58	59	60	
61	62	63	64	65	66	67	68	69	70	
71	72	73	74	75	76	77	78	79	80	
81	82	83	84	85	86	87	88	89	90	
91	92	93	94	95	96	97	98	99	100	

**100 Number Square**



**18 pages of Activity Plans for each grid**

Each set of plans conform to the 2023-2024 Curriculum Framework Mapping

View or download the plans for each grid using the **QR code** supplied with every order

**LAUNCH OFFER: 20% off all orders**

Use code **PROMO20** at checkout

Discount excludes postage and VAT

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



We are offering **25% off** our Summer Pack until **Wednesday, 10th June!** Use the code **SUMMER25** at checkout.

Gives 3 Months' Access to:



Summer is a time for fun, but it can be a time for learning too! The summer break can result in a loss of up to 3 months of learning.

Our Summer Pack counteracts this with 3-month's access to Nessy's award-winning literacy programs at an affordable cost.

### Want to Learn More About Learning Loss Over Summer?

Over the school holidays, many children lose progress in reading and maths - a setback often referred to as the 'summer slide'.

Preventing the summer slide doesn't mean worksheets or tutoring marathons. It's about keeping the brain engaged with light, enjoyable activities so your child continues to build on what they've already learned.

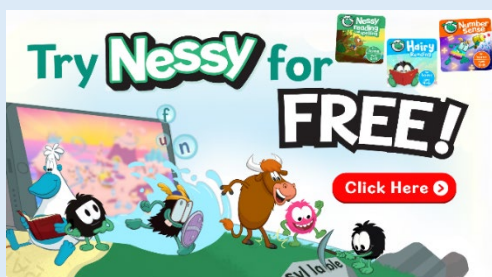


In our latest blog, we pulled together simple, practical ways families can help keep skills on track over the break: [Why Children Lose Reading Skills Over Summer | Nessy](#)

Our Summer Hub will keep you up to date with blogs, programs, and access to Camp Nessy, our FREE Summer Learning Resource Pack.



More information and free downloads at: [Summer Fun with Nessy | Nessy](#)



[Nessy – Free Trial](#)

Many educational terms appear throughout research and the education sector, which can make it hard to keep up! That's why Nessy has created a handy Glossary of Educational Jargon for educators and parents.

Each newsletter, we will put a spotlight on our **Educational Jargon of the Month** - this month is 'schwa'.

This is a syllable that sounds a bit like the short sound of 'u'. The first sound in 'again' and 'away'. The middle sound in 'elephant'. The last sound in 'banana'. The schwa sound can be made by any of the vowels.



### 'As a Teacher, How Did I Not Know About Schwa?'

Melanie Brethour, Founder of Decoding Dyslexia Quebec, CERI Structured Literacy Teacher, and associate of the Orton-Gillingham Academy, reflects on the moment she first learned about the schwa and helps us understand the most common vowel sound in English.

[Read Here](#)  
[Discover More Definitions](#)

\*\*\*\*\*



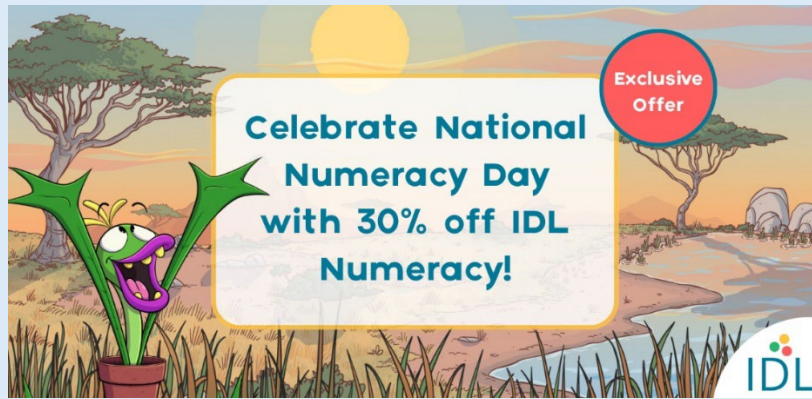
**IDL Phonics is the brand-new multisensory programme designed to help every child become a confident reader.**

Built by literacy specialists, mapped to the national curriculum, and informed by the Orton-Gillingham approach, the programme combines explicit phonics instruction with engaging interactive learning. Pupils receive clear modelling, structured practice, and immediate feedback, helping them develop core reading and spelling skills while building independence.

We are offering all schools the opportunity to try IDL Phonics free of charge from **mid-April until the 1st September 2026** through our pilot programme. You can register for the pilot using the button below and be the first to explore this new digital approach to phonics teaching!

[Register for the free schools pilot](#)

[Learn more about IDL Phonics](#)



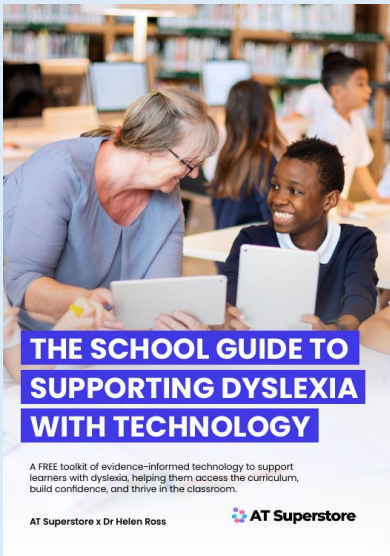
**Celebrate National Numeracy Day 2026 with 30% Off IDL Numeracy!**

To celebrate [National Numeracy Day](#) 2026, we're offering **30% off IDL Numeracy** – helping even more learners build confidence with numbers and reduce maths anxiety.

From the 20th May for a limited time only, get IDL Numeracy for just £419 for an unlimited user annual licence – saving £180 off the usual price of £599.

[Learn More About IDL Numeracy](#)

[Claim Your Offer Now!](#)

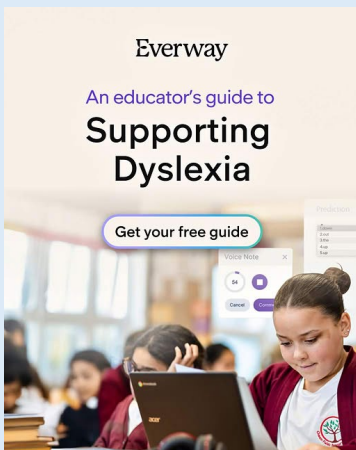


A free 'school's guide to supporting dyslexia with technology' - and the feedback so far has been really positive, especially around the fact that there are options for every budget.

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](#)



**[A Guide To Dyslexia In Education](#)**



**[Typing, spelling and reading program for children and adults TTRS](#)**



## The Impact of Coloured Overlays

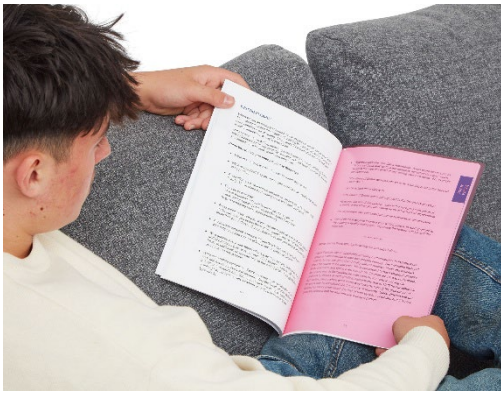

### 15% off our Page Overlays and Reading Rulers

### Use Code "OVERLAYS15"

### Offer ends 14th June

For some children, reading black text on a white page can be surprisingly difficult. They may experience words that appear blurred, move on the page, shimmer, or become uncomfortable to look at for extended periods. This is often referred to as Visual Stress, a condition that can lead to headaches, eye strain, fatigue, reduced concentration, and slower reading.

Research has shown that using a coloured overlay or reading ruler of the correct tint can make text appear clearer and more comfortable to read. For some individuals, this can improve reading speed, reduce visual discomfort, and help them maintain focus for longer periods.

<h4>Coloured Page Overlays</h4>  <p>15% off all pack sizes</p> <p><a href="#">BUY HERE</a></p>	<h4>Reading Rulers</h4>  <p>15% off all pack sizes</p> <p><a href="#">BUY HERE</a></p>
--	---

<a href="#">Coloured Overlays</a>	<a href="#">Tinted Exercise Books</a>	<a href="#">Phonic Readers</a>	<a href="#">Assessment &amp; Training</a>
<a href="#">Aravis Dyslexia Font</a>	<a href="#">Tinted Overlay Software</a>	<a href="#">Multi-sensory Activities</a>	<a href="#">Literacy Games</a>
<a href="#">Handwriting</a>	<a href="#">Books</a>	<a href="#">Sand Timers</a>	<a href="#">Activity Tools</a>



## Symbol Resources

### Summer Pack

Bring the sunny season into your classroom with our Summer Pack. Featuring 32 fun activities, children can enjoy a summer-themed book, build seasonal vocabulary, explore the outdoors with a summer walk checklist (extra points for spotting a ladybird!), learn about butterfly and frog lifecycles, or write a postcard from somewhere they'd love to visit.

[Download Free](#)

### Father's Day Cards

Whether they're masters of dad jokes, experts in shoulder rides or always ready with a word of encouragement, Father's Day is a chance to celebrate the dads, grandads, stepdads, uncles and father figures who are always there. Our symbol-supported Father's Day cards come in ready-to-colour and pre-coloured versions, making it easy for little ones to create a thank you that's sure to bring a proud smile.

[Download Free](#)



## Widgit Tips

Ever looked at a symbolised sentence and thought, 'That's not quite what I meant?' Even small symbol choices can change the message a reader takes away.

Understanding how symbols, text and layout work together is key to creating resources that communicate clearly.

In this short video, we explore five golden rules for effective symbolisation. Learn how to choose symbols that accurately reflect meaning, present information consistently, reduce visual complexity, and create content that is clearer and easier to understand for your learners.



[Watch Video](#)

[5 golden rules for good symbol content](#)

## Exams & Assessments: support and success stories from BATA organisations

### **CENMAC**

Using AT for GCSE Maths exam support: student and parent perspectives.  
Read the [full case study on CENMAC's website](#).

### **VisionAid**

Supporting exam success with the C-Pen Exam Reader 2.  
[Read the case study on BATA's LinkedIn Newsletter](#).

### **Assistive Solutions**

How Speechify supports students in exams. [Watch the video on their YouTube](#)

### **Readspeaker**

**Accessible Assessments: how to design inclusive exams to measure true ability.**  
[Access the full blog on the Readspeaker website](#).

### **Crick Software**

Read to Succeed - using computer readers in exams. A collaboration between SEN Consultant Abigail Hawkins and Crick Software. [Click here to read the full guide](#)

## Organisations that make books accessible to all. Click on the headings to learn more.

### [Listening Books \(UK\)](#)

This charity offers a streaming and download service for those with a print impairment. Free membership is available for those who need it. It provides over 10,000 titles, including fiction and non-fiction.

### [Bookshare from RNIB](#)

This service offers a large library of digital books free for dyslexic adults who are studying.

### [Calibre Audio UK](#)

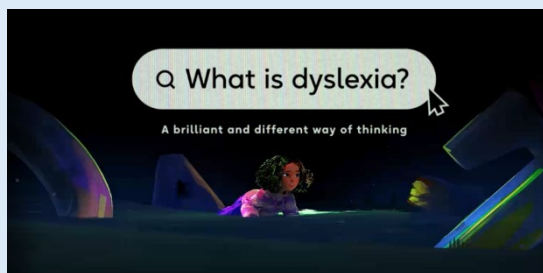
This national charity provides a free service for adults and children with dyslexia or other print disabilities. It offers more than 18,000 professionally narrated audiobooks, including bestsellers, classics, and non-fiction.

### [ReadEasy](#)

If you want to improve your reading skills contact ReadEasy.

**Jack Churchill OBE** writes:

A film premiere in London. Not any old premiere, but the screening of a short film that hopes to redefine what happens when someone searches “What is dyslexia?”



This is the latest in [Made By Dyslexia](#)'s big reveals. Well done to [Kate Griggs](#) and the MBD team for giving more young people across the globe inspiration not to dwell on their difficulties but to reach for the stars! How appropriate that space scientist [Maggie Aderin](#) was in the audience, alongside dyslexic entrepreneur [Rob Law MBE](#) inventor of the Trunki ride-on suitcase.

## [Watch the full short film 'What Is Dyslexia?'](#)

Right now, when kids and parents search “What is dyslexia?” online, they are told it is a disability or a lifelong learning disorder. 9 in 10 say this makes them feel hopeless or scared for their future. These descriptions fail to include dyslexics' extraordinary strengths, which are now sought after in every workplace.

To change this, we've created a brand-new short animation to hijack the search “What is dyslexia?”, starring Jeremy Irons, Liv Tyler, Jaalan Best, Lee Perry and the wonderful young actress, Hope Day. So that each year, millions of children and parents will find it at the top of their search results and glimpse their bright and incredible futures.

**It's the ONE film every parent, teacher and child should see.**

This animated film reimagines the experience of navigating the world with a dyslexic mind. Through creative storytelling, it explores how different cognitive perspectives offer unique strengths and inventive ways of processing information.

**Please visit** <https://whatisdyslexia.org/>


Watch, Like, Share & Comment on this **brilliant new short film** and help get it to the top of every search. The more reviews, the more dyslexic kids and parents will see this film.

Watch Episodes of Lessons in Dyslexic Thinking:  
[Mackenzie Thorpe: The art of Dyslexic Thin...](#)

Connect with Made By Dyslexia: Website: <https://www.madebydyslexia.org>

Tik Tok:  [/ madebydyslexia](#)

Instagram:  [/ madebydyslexia](#)

Twitter:  [/ madebydyslexia](#)

LinkedIn:  [/ madebydyslexia](#)

Facebook:  [/ madebydyslexia](#)

Made by Dyslexia is a global charity led by successful dyslexics. Our purpose is to help the world properly understand, value and support dyslexia. We believe in the game-changing power of dyslexic thinking.



### My Dyslexia Story: Rebecca Harrison-Ruddock

I can now use those strengths to support others and show them that their dyslexia isn't a weakness, but a unique way of seeing the world.

#### **Diagnosis and early awareness**

I always struggled to read, but for a long time I could hide it quite well. It wasn't until I reached Year 3 that it became obvious, and I was diagnosed as dyslexic. My parents didn't tell me at the time, which I now think was a good thing, as it allowed me to just get on with learning without feeling labelled too young.

For years I struggled with schoolwork and often tried to cover up my difficulties. But as I've grown older, I've had a real lightbulb moment. Through teaching, I've realised that dyslexia is also my superpower. It gives me empathy, creativity, and a different way of thinking, and I now try to use that to support others.

#### **Challenges and strengths**

Dyslexia has shaped my life in many ways. The challenges were often around confidence, feeling like I had to work harder just to keep up, finding ways to cover up mistakes, and carrying self-doubt when I compared myself to others.

But it's also given me strengths. I've learnt resilience, creativity, and I often see the bigger picture when others get lost in the detail. Dyslexia pushes me to think differently and problem-solve in imaginative ways. Most importantly, it's given me empathy. As a teacher, I can now use those strengths to support others and show them that their dyslexia isn't a weakness, but a unique way of seeing the world.

#### **Support and what helped**

The support that made the biggest difference to me wasn't always about fancy strategies or specialist help, it was the people who believed in me. I remember certain teachers who, instead of pointing out what I couldn't do, gave me the time and space to find my own way. Even small things, like letting me explain an idea out loud rather than always writing it down, made me feel capable. Those moments stuck with me because they showed me I wasn't stupid, I just learned differently.

At home, my parents didn't make dyslexia into a big label. They supported me quietly in the background, encouraging me to try hard but never making me feel like I was broken. Looking back, that gave me a kind of resilience. I knew I had to find my own ways of working things out.

Friends also made a difference in subtle ways - the ones who didn't laugh when I stumbled reading aloud, or who were patient when I needed things explained again. That kind of kindness is powerful when you're young and already battling with self-confidence.

Now, as a teacher, I see how much workplace support matters too. What helps most is patience and flexibility. Colleagues who value my creativity and big-picture thinking remind me that dyslexia isn't something to hide – it's a different way of seeing the world.

The truth is, the best support has always come from people who see me first and the dyslexia second. That has shaped how I try to support my own students today.

### **Achievements and milestones**

I have lots of proud moments - some of them are the smallest sparks, and some of them are huge milestones. At school I was told by teachers that I would never be anything, and those words stayed with me. Instead of giving up, I worked and worked until I achieved my degree and my teaching qualification. It wasn't always easy, but with determination and the support of people who saw my potential - I kept going in my own time and at my own pace.

Since then, I've taught for years, and some of my proudest moments are seeing those same sparks in my own students - the moment they realise they can achieve in their own way. Those moments keep me going. I've also built a small business where I sell my own artwork. Through this, I've had the opportunity to work with other businesses, designing logos, stationery, bespoke artwork, and even wallpaper murals. That side of my journey feels just as important, because it proves that dyslexia doesn't limit creativity - if anything, it feeds it.

The confidence I've built over time eventually gave me the courage to write my book about GCSEs and dyslexia. That was something I never thought I'd achieve, and yet it's turned into one of my proudest accomplishments. For me, it shows that the very thing I once thought would hold me back is now what drives me forward.

### **Advice to others**

If you've just found out you have dyslexia, the first thing I'd say is: don't see it as a weakness. It might feel overwhelming at first, but it's not something that defines what you can't do, it's part of what makes you unique. You'll have challenges, yes, but you'll also discover strengths that other people don't have.

Don't ever use dyslexia as an excuse. Instead, see it as a tool to navigate your own way of thinking. Everyone learns differently, and this is just your way. Give yourself time to find the strategies that work for you, and don't be afraid to ask for help - the right support makes all the difference.

Most importantly, don't stop yourself from putting yourself forward for opportunities, even if they feel scary or challenging. Dyslexia doesn't mean you can't do it, it just means you may take a different route to get there. And often, that different route is where your creativity, resilience, and big-picture thinking shine through.

### **Reflections and message**

What I'd like to share is that dyslexia has been a journey of acceptance. For years I saw it only as a challenge, something to hide, something that made me "less". But over time, especially through teaching and creating, I've realised it's part of what makes me who I am.

Dyslexia has given me resilience, empathy, and creativity. It's shaped my teaching, my small business, and even my book. The very thing I once thought would hold me back has actually become the thing that drives me forward.

Looking ahead, I would love to become a dyslexia mentor. My hope is to help others build their self-esteem, discover their strengths, and see their true potential. Dyslexia is not the end of the story – it's the beginning of a different way of seeing the world. And that difference is powerful.

**DYSLEXIA STORIES TO READ AT:**  
**[Your Stories - British Dyslexia Association](#)**  
**[Share your dyslexia story here](#)**



**[Rob Law: How to develop resilience for life](#)**

Despite being told that his company was 'worthless' on BBC's Dragons' Den, Dyslexic Thinker, Rob Law, inventor of the kids' suitcase, Trunki, went on to sell 5 million suitcases in over 100 countries and won 120 design awards. Last year, he sold his company for over £12million. He tells Kate why resilience to key to overcoming challenges in life and how AI is set to turbocharge the ultra-valuable skills dyslexics have.



**["We're just built for imagining impossible ideas"](#)**

More details at [Rob Law – Entrepreneur | Author | Speaker | Trunki Daddy](#)

**What is dyslexia?**

**[Calling all teachers & schools](#)**

**A message from Kate Griggs – CEO for Made By Dyslexia**

## British Dyslexia Association

We're really pleased to see Tom Holland, best known for playing Spider-Man in the Marvel films, speaking so openly about his dyslexia and the challenges he continues to experience.

We hope his openness encourages others with dyslexia to feel seen, understood, and confident in sharing their own experiences.

## Tom Holland: Spider-Man star praised for honesty about dyslexia - BBC News



Manish Pandey  
BBC Newsbeat

- Published 3 June 2026

Actor Tom Holland has been praised for his "powerful" words after opening up about the impact dyslexia has had on him.

The Spider-Man star revealed he turned down presenting Saturday Night Live (SNL) because of the "concept of trying to read something and they [the words] change".

The US comedy sketch show features cue cards to guide hosts through their performances. "They've asked me a few times to do it and the truth is that I'm just really scared," he said, adding he's "heavily dyslexic".

According to the NHS, dyslexia is [a common learning difficulty, external](#) where your brain works differently to most people.

It mainly affects things like reading, writing and using numbers. There is no cure but there are things you can do to help manage the condition.

"That kind of honesty really helps others feel seen and understood," says Kay Carter from The Dyslexia Association, adding, Holland's words are "powerful and genuinely brave".

James Taylor from equality charity Scope feels "it highlights the real challenges disabled people can face at work or in the spotlight".

Speaking on Amy Poehler's podcast Good Hang, the 30-year-old actor said he loves SNL and "the idea of having fun and making a fool of yourself in such a creative way. I'm just so petrified at the concept of trying to read something and they change."

Read full article at: <https://loom.ly/eHhR2qY>

And finally . . .



### SATs Don't

SATs don't measure sports  
SATs don't measure art,  
SATs don't measure music,  
Or the kindness in your heart.

SATs don't see your beauty,  
SATs don't know your worth,  
SATs don't see the reasons,  
You were put upon this earth.

SATs don't see your magic,  
How you make others smile,  
SATs don't time how quickly,  
You can run a mile.

SATs don't hear your laughter,  
Or see you've come this far,  
SATs are just a tiny glimpse,  
Of who you really are.

So sitting at your table,  
With a pencil and your test,  
Remember SATs aren't who you are,  
Remember you're the best!



## Caroline Fowke

Wiltshire Dyslexia Association

WDA Website:

[Dyslexia Support in Wiltshire - Wiltshire Dyslexia Association](#)

WDA Facebook:

[Wiltshire Dyslexia Association](#)

WDA Instagram:

[@wiltshire\\_dyslexia\\_association](#)

WDA Helpline:

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

[Resources - British Dyslexia Association](#)

“

A student whispered,  
'I tried my best today.'

I told him, 'I noticed.'

His whole face lit up,  
and mine did too.

[@weareteachers](#)

”