

WDA Newsletter 2026

Issue 5 – July/August



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WILTSHIRE NEWS & EVENTS

FREE!

DYSLEXIA FRIENDLY TEACHING TRAINING

Friday 2nd October 2026

Devizes Town Hall – Assembly Room

9.30am – 3.30pm



Invitation to Teachers and TAs:

Booking is now available at

Dyslexia And Literacy Difficulties

We are supporting schools with another FREE face-to-face dyslexia training day, by funding the venue in Devizes.

This course will explain the needs associated with dyslexia and literacy difficulties and ways to support and will cover:

- What is dyslexia – latest research and theories, including the Delphi definition (2025)
- How to identify signs of dyslexia
- Adaptive teaching and classroom strategies to support dyslexia
- Principles of evidence-based interventions

By the end of the session delegates will:

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

The WDA will provide refreshments.

Please bring your own packed lunch - or there are a number of cafes and shops close by. Pay and display long stay parking is available in Station Road car park (SN10 1BZ) - a short 5-minute walk from the Town Hall: <https://www.wiltshire.gov.uk/parking-devizes>



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](#)

**Family Hub
Wiltshire Council**



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

Local Offer team drop in sessions

Please come along and meet us at the Family Hub in Trowbridge.

Starting from 8 June, we will be at County Hall, Atrium, on the second Monday of each month, from 1pm to 4.30pm, excluding bank holidays.

We are happy to help you find information from across the [SEND Local Offer](#) on the Wiltshire Council website. If we cannot answer your question on the day, we will do our best to point you in the right direction.

If you would like support with the new Inclusive Wiltshire scheme, we will also be on hand alongside the regular Family Hubs Navigators to help guide you through the application.

Family Hubs Navigators are also out in communities across Wiltshire on weekdays. You can find their locations here: [Family Navigator Locations - Wiltshire Family Hubs](#).

Discover what's new on the Local Offer website

The Local Offer website has been updated and pages added to make it easier to find what you need.

Recent updates include:

- Post-16 education course information
- Redesigned social care pages for both children and adults
- A new Inclusive Wiltshire scheme portal and supporting information

Includes the following:

[Dyslexia in Wiltshire - Wiltshire Council](#)

[Dyslexia Friendly Schools - Wiltshire Council](#)

[Assistive Technology \(AT\) - Wiltshire Council](#)

[SEND educational resources - Wiltshire Council](#)

And more... see [What's new - Wiltshire Council](#)

Local Offer Team Drop in Sessions

Please come along and meet the Local Offer team at the Family Hub in Trowbridge.

Starting from Monday 8th June, they will be at **County Hall, Atrium, on the second Monday of each month, from 1:00pm to 4:30pm, excluding bank holidays.**

They are happy to help you find information from across the SEND Local Offer on the Wiltshire Council website. If they cannot answer your question on the day, they will do their best to point you in the right direction.

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Devizes SEND Parent Carer Walking Group run gentle, friendly walks for SEND parent carers in the Devizes area.

The aim is to offer a bit of fresh air, connection, and a supportive space for anyone who needs it. There's no pressure and no expectations - just a chance to meet others who understand the challenges of caring.

The upcoming walk date is:
Wednesday 5th August
- 6:30 pm to 7:30 pm

A poster for the Devizes SEND Parent Carer Walking Group. It features a circular logo at the top center with the text 'Devizes SEND Parent Carer Walking Group' surrounded by a floral wreath. Below the logo, the text reads: 'Devizes SEND Parent Carer Walking Group', 'We meet for fresh air, connection, and a chance to breathe.', 'No pressure, no judgement.', 'Upcoming dates: 26 June 10:30 - 11:30am, 1 July 6:30 - 7:30pm, 5 August 6:30 - 7:30pm'. At the bottom left is a Facebook QR code, and at the bottom right is an Instagram QR code. The email address 'Email: DevizesSENDPCwalkinggroup@outlook.com' is centered at the bottom. The background is light purple with floral illustrations.

Devizes SEND Parent Carer Walking Group
We meet for fresh air, connection, and a chance to breathe.
No pressure, no judgement.

Upcoming dates:
26 June 10:30 - 11:30am
1 July 6:30 - 7:30pm
5 August 6:30 - 7:30pm

Facebook

Instagram

Email: DevizesSENDPCwalkinggroup@outlook.com

Meet at Greggs Garden Industrial Estate - then walk a loop around Quakers Walk and back.



Sign Up To The WPCC Newsletter

WPCC newsletters are sent out weekly and share local, regional and national Special Educational Needs and Disability (SEND) related information.

Find more information about the newsletter and signing up [here](#).

Read previous newsletters [here](#).

Try the WPCC's New Talking Newsletter

We know that everyone prefers to access information in different ways, so the WPCC is trialling a new Talking Newsletter. It is not designed to cover all the information in detail, but instead provide a broad overview of the articles, updates and information featured in last week's newsletter in an engaging video format. This trial talking newsletter lasts around 7 minutes. It's designed to help parent carers quickly catch up on the key points and decide which topics they would like to explore in more detail. You can then visit the newsletter on our website or your inbox to read specific items in more detail.

Click [HERE](#) to watch and listen to our talking newsletter.

We'd love to hear how you found our trial talking newsletter. Did you find it useful? Would you like us to continue offering it in future?

Please tell us by clicking [this link](#) and sharing your feedback (just one tick-box question to answer).

Your views will help us to know if this is something families would like to have on a regular basis.

Inclusive Wiltshire webinar recording

Thanks to everyone who came along to our Inclusive Wiltshire webinar in June, we hope you found it informative. If you couldn't make it, the webinar is available to watch in full on our YouTube channel:

[Find out more about Inclusive Wiltshire](#)



DfE Sets out How it Expects Schools to Run SEND Inclusion Bases

As part of the Government's programme to strengthen inclusive mainstream education, the following guidance and documents from the DfE were published on Thursday 25th June 2026:

- [Inclusive Education Estates Guidance](#) - **Inclusive Education Estates:** This document offers practical guidance on adapting buildings and outdoor spaces using **10 core elements of inclusive design**, such as acoustics, lighting, and "access to nature," to support all pupils.
- [Inclusive Mainstream Fund Guidance](#) - **Inclusive Mainstream Fund (IMF):** This guidance explains how schools should manage over **£500 million per year** in funding to strengthen inclusion through whole-school approaches and early intervention. It requires schools to publish an **inclusion strategy by Thursday 31 December 2026**, aligned with seven core principles.

- **Inclusion Bases Guidance - Inclusion Bases in Schools:** This document provides a framework for "inclusion bases"; provisions within mainstream settings (formerly known as SEN units or resourced provision) that support pupils with additional needs while keeping them part of the mainstream community. It details **six principles of effective practice**, ranging from curriculum design to physical environment.

These documents have been produced primarily for school leaders, local authorities, and those involved in planning, managing, maintaining and delivering mainstream education estates.

We understand that a parent factsheet will be published shortly.

While we wait for the publication of information for parent carers, the WPCCC has created a short video that aims to give an accessible overview of the key elements of these three new documents and what they are likely to mean for children, young people and their families.

You can watch our short video [HERE](#).

AVAILABLE NOW: WPCCC SEND SUMMER HOLIDAY ACTIVITY GUIDE 2026

The WPCCC's SEND Summer Holiday Activity Guide is available now!

You can download a copy for free [HERE](#) or view it as an online interactive booklet [HERE](#)

Meet The Team

Learning Resources Hub (LRH) is the schools library service for Wiltshire, providing a centralised resource bank to support teaching and learning in primary, special and independent schools.

Resources include books, e-books, multimedia, artefacts, technology and early years collections.

LRH enables hands-on, engaging learning that inspires curiosity, promotes inclusion and improves outcomes for all learners.

Learning Resources Hub

Right Choice

Through tiered memberships, schools can borrow a wide range of high quality, curriculum aligned resources, reducing costs while enriching curriculum delivery.

Resources include books, e books, multimedia, artefacts, technology and early years collections, all carefully curated to engage learners and support diverse needs.

Take a look at how the team can support your school on Right Choice:

<https://orlo.uk/RyWna>

Wiltshire based 'Succeed With Dyslexia' is the goodwill, awareness-raising arm created and funded by Scanning Pens.



Website at [Dyslexia Home](#) for information, articles, research . . .

The relationship between the two organisations is direct and formal. Scanning Pens' co-founders, Jack Churchill and Toby Sutton, established **Succeed With Dyslexia** as a goodwill organisation to promote dyslexia awareness, share positive stories, and support the global dyslexia community. This is explicitly stated in reporting about Scanning Pens' work:

Scanning Pens' founders explain that *"The success of Scanning Pens has allowed us to establish a goodwill organisation, Succeed With Dyslexia, which has made a reality of our wish to spread awareness around dyslexia through positive stories within this often-forgotten community."*

What this means in practice:

- **Scanning Pens** is the EdTech company producing text-to-speech reading pens and assistive technology for dyslexic learners.
- **Succeed With Dyslexia** is their awareness, advocacy, and community-engagement initiative, running campaigns, events, and resources to promote understanding of dyslexia worldwide.

Right Choice

Schools . . . please check out further training opportunities at
[SSENS Training Courses | Right Choice](#)
including the short training videos on using assistive technology to support learners:
[Assistive Technology Skills Toolbox \(Pre-recorded\) | Right Choice](#)



Wiltshire Libraries are once again running their Summer Reading Challenge during the summer holiday! 📖☀️

This year's theme is **"Read to the Beat"**, celebrating the connection between stories, music and creativity. The challenge runs from 4 July to 5 September 2026 and is free to join at any Wiltshire library.

Children can:

- Sign up for free at their local library.
- Set their own reading goals.
- Read library books, books from home, eBooks, audiobooks or eAudiobooks.
- Collect stickers and rewards throughout the summer.
- Receive a certificate and medal on completion.

This is a fantastic opportunity to encourage reading for pleasure over the summer break and is accessible for many, including those who prefer audiobooks or shared reading experiences.

Full details at [Library-zone | Summer Reading Challenge](#)

Protect legal right to support for children with SEND

The Government has responded to the above petition.

Click this link to view the response online:

https://petition.parliament.uk/petitions/764268?reveal_response=yes#response

The Petitions Committee will take a look at this petition and its response.

They can press the government for action and gather evidence.

If this petition reaches 100,000 signatures, the Committee will consider it for a debate.

The Committee is made up of 11 MPs, from political parties in government and in opposition. It is entirely independent of the Government. Find out more about the Committee:

<https://petition.parliament.uk/help#the-petitions-committee>

The Petitions Team
House of Commons



Inclusion bases in school guidance

The Department for Education has published new guidance on inclusion bases within mainstream settings for children and young people with additional needs.

Our legal team is currently reviewing the guidance, and we will update our website and resources as necessary in due course.

In the meantime, you can find the [new guidance online](#).



Neurodiversity 101:

Prof. Amanda Kirby MBBS MRCP PhD FCGI

Read articles in full by clicking on these title headings:

[How do we know what success looks like?](#)

[Numbers and What They Really Mean..... Who Gets Counted? Who Gets Left Out?](#)

[School exclusion: the costs we don't calculate...](#)

New research from [National Literacy Trust](#)

shows that children and young people are enjoying reading more and reading more often every day, after hitting a 20-year low. That said, reading enjoyment is still pretty low, which is worrying.

The National Year of Reading invites everyone to 'Go All In' on their passions through reading. Whatever you're into – gaming, fashion, football, music, baking – read into it!

Read the full report: <https://loom.ly/Cy1wtWM>

Join the campaign: <https://loom.ly/D0kBySY>

Children and young people's reading in 2026



This report presents the latest findings from our Annual Literacy Survey on children and young people's reading enjoyment, frequency and experiences in 2026. It draws on responses from **125,375** children and young people aged 5 to 18 from 479 schools across the UK.

After several years of decline, the findings show a small increase in both reading enjoyment and daily reading. However, increases were not experienced equally, with ongoing differences by age, gender and socio-economic background, and should be considered within the context of a longer-term downward trend.

Importantly, the research shows that many children and young people still engage with reading even when enjoyment is low, acknowledging its benefits for learning, wellbeing and understanding oneself and others.

Key findings

Reading enjoyment rose in 2026 after four years of decline

- More than 1 in 3 (36.1%) children and young people said they enjoyed reading in their free time, up from 32.7% in 2025. This is the first increase in reading enjoyment since 2021.
- Enjoyment increased for both boys and girls and across all age groups, with the largest rises in those aged 14 to 16 and 16 to 18.
- Among children aged 5 to 8, enjoyment remained high overall but fell slightly from 62.6% in 2025 to 61.6% in 2026, driven by a decrease in boys' enjoyment levels.
- Socio-economic inequalities widened, with enjoyment rising more among those not receiving free school meals (FSMs) than among those who did.

Daily reading also increased slightly in 2026

- In 2026, 1 in 5 (20.3%) children and young people aged 8 to 18 said they read daily in their free time, up from 18.7% in 2025. This marks the first increase in daily reading since 2023, although levels remain below earlier years.
- Daily reading increased across all age groups, particularly among those aged 14 to 16 and 16 to 18.
- Among children aged 5 to 8, daily reading rose slightly to 45.5%, driven by increased daily reading in girls.

- As with reading enjoyment, socio-economic gaps in daily reading widened in 2026, with daily reading increasing more among those not receiving FSMs than those who did.

Reading still matters even when enjoyment is low

- More children and young people who enjoyed reading read daily than those who did not enjoy reading (49.8% vs 4.5%). The relationship became stronger with age, with reading enjoyment and frequency more closely aligned among older age groups.
- Children and young people who enjoyed reading and read daily were most likely to say that reading supported their learning, relaxation and wellbeing, as well as helping them to understanding themselves and others.
- However, many of those who did not enjoy reading were still reading regularly, with more than 3 in 5 reading at least once a month (62.3%) and feeling that reading supported their learning and understanding in particular.

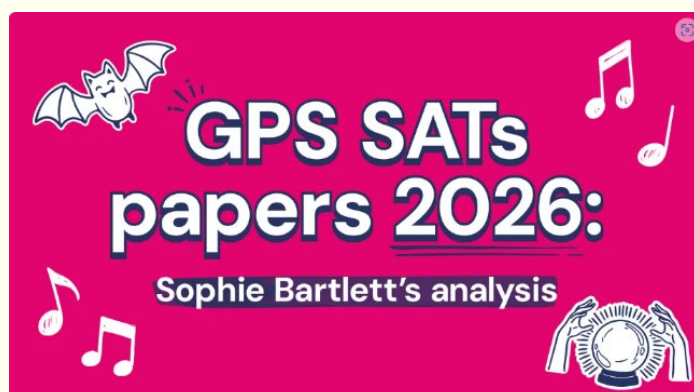
As the [National Year of Reading](#) continues, these findings offer both encouragement and a clear reminder that progress cannot be taken for granted. The small rise in reading enjoyment and daily reading is welcome, but inequalities remain, and many children and young people are still at risk of disengaging from reading. Findings also emphasise not only the importance of enjoyment, but of exploring the wider reasons why reading may matter in children and young people's lives.



Numerous new articles at:

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

KS2 GPS SATs 2026: analysis from Sophie B | LbQ | LbQ Primary



Sophie Bartlett returns with her incomparable analysis of the KS2 SATs GPS papers for 2026. Expect the fine-tooth-comb analysis we know and love, her verdict on sneaky preposition questions and even some correct spelling predictions (you could say she had a 'crystal' ball for this year's paper!)

If you're after a complete guide to SATs, including when results are released, check out the [Ultimate guide to KS2 SATs](#).



We are thrilled to announce that the latest edition of [NeuroConverse](#) is now available to download and read!

The contributions in this issue show that neurodiversity cannot be separated from cultural context. They show how understanding grows through stories shared across borders, how educational technologies must be shaped by the communities they serve, and how international exchange can challenge assumptions about support, participation, and choice.

Natasha Taylor, [Dr Kim Percy](#), [Sarune Savickaite, PhD](#), Penelope Laycock, and Jess Carroll provide a beautiful and thought-provoking piece on "Learning With One Another: Storytelling, Community, and the Co-Creation of Neuroaffirming Educational Practice".

[Dr. Doreen N. Myrie](#), [Joana Idakwo](#), [Joann Anokwuru PhD](#), [Sigamoney Manicka Naicker](#), [Carolina Kudese](#), [Annie Tamara Chizengo -Thawani, PhD](#), and [Esohe Egiebor Ph.D](#) give us a stunning piece of research on "AI and Inclusive Education in the African Context: Navigating Digital Divide Gaps, Building Equitable Futures". **And our very own [Dr Helen Ross](#) introduces it all with a challenging and provocative essay on her international experiences with the [Churchill Fellowship](#): "Perspectives on the (lack of) choices we afford our children and young people".**

Running through all of these is a commitment to the recognition that no single institution, discipline, or culture possesses a monopoly on how neurodiversity is understood – especially in a time when both the UK (through an academic study associated with [hashtag#SASC](#) (the SpLD Assessment Standards Committee) and the US-based [International Dyslexia Association](#) have updated their own definitions of dyslexia to fit their own groups' aims and purposes.

In this sense, the theme of this issue is not simply neurodiversity, but neurodiversity both in and as dialogue: dialogue between individuals, between cultures, between communities, between histories, between local and global perspectives, and between different ways of knowing. It reminds us that the future of neuroaffirming practice depends not only on understanding need, but on understanding the cultural worlds in which those needs are understood, positioned, and lived.

<https://neuroconverse.org/index.php/journal>



[Succeed With Dyslexia](#)

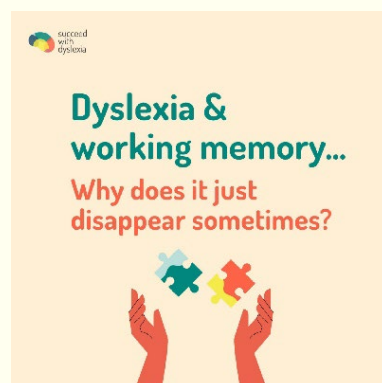
Ever feel like information just... disappears? 🤔

For many people with dyslexia, that's the reality of working memory challenges, especially in fast-paced environments.

When we recognise this, we move from frustration to understanding, and how we show up shifts too.

That's where real change begins.

Because understanding leads to action - read more on our blog: <https://lnkd.in/epdj9Qhz>



Special educational needs in England - Explore education statistics - GOV.UK

Over 1.8 million pupils in England have special educational needs (SEN)

This is an increase of 91,400 (5.2%) pupils since 2025 and includes pupils with an education, health and care plan (EHC) plan and pupils with SEN support. The increasing trend has continued since 2016.

- The percentage of pupils with an EHC plan has increased to 6.0%, from 5.3% in 2025.
- The percentage of pupils with SEN support (no EHC plan) has increased to 14.8%, from 14.2% in 2025.

The most common type of need for those with an EHC plan is autistic spectrum disorder, and for those with SEN support is speech, language and communication needs.

* * * * *

11 June 2026

Michael Charles

The latest figures announced by the Government show that 538,547 children now have an EHCP and more than 1.8 million pupils in England are identified as having special educational needs.

I worry that these statistics will be used to support the argument that there are simply too many plans, too many parents asking for too much, and that the answer lies in narrowing entitlement and pushing more children through a conventional mainstream model.

That misunderstands what these figures are actually telling us. Parents do not invent need. They do not create autism, ADHD, learning disabilities, speech and language difficulties, sensory differences or the countless other presentations that make learning in a traditional environment difficult for some children. Those needs exist whether we acknowledge them or not. The choice is not whether they are there. The choice is whether we recognise them and respond appropriately.

What these figures show is that more children are finally being seen for who they are and what they need. Yet, at the same time, schools are being asked to absorb ever increasing levels of complexity without the funding, staffing or specialist support to do so. Parents are forced into Tribunal after Tribunal to secure support that the law already says their children are entitled to receive. They win those cases, only to find themselves fighting all over again because the provision written into legally binding plans is not delivered in practice.

There is something fundamentally wrong with that.

Perhaps the lesson from these figures is not that we have become too generous in identifying need. It is that we have been too slow to accept a simple truth. It is that children are different. They learn differently, communicate differently and experience the world differently. A system built around the assumption that one model can fit almost everyone was always destined to struggle.

The answer cannot be to redefine children so that they fit the system but rather the system needs to fit the child.

How to Help Your Bestie with Dyslexia (Without Being Weird About It)

Knowing someone with dyslexia can feel a little like learning a new language; not because they're hard to understand, but because the way their brain works is just...different.

And honestly? Different is cool. The trick isn't "fixing" them. Figure out how to support them without coming across as overbearing, so your help feels natural and welcome.

First off, ditch the idea that dyslexia is just "mixing up letters." Sure, that's part of it, but it barely scratches the surface.

Dyslexia can affect many day-to-day activities, including reading, writing, spelling, processing speed, working memory, and, at times, confidence.

Understanding this up front helps you approach your friends with patience rather than frustration and sets the tone for helpful support.

[Keep reading on LinkedIn](#)



A Lick and a Promise? Why Inclusive Teaching Takes More Than Good Intentions - Louise Selby Dyslexia Specialist

My mum used to talk to me a lot about cleaning. I fear it fell on deaf ears! But my favourite of her phrases was "a lick and a promise", meaning doing the job quickly or superficially, with the promise that you'll finish it properly later (I rarely did!) I sometimes wonder if many of us are guilty of a "lick and a promise" approach to inclusion. In England, there has been significant funding and policy change to improve inclusive practice, but is this sufficient for lasting change, or are we still settling for a lick and a promise?

This week the Education Endowment Foundation (EEF) released their new Guide to Inclusive Teaching. As ever, the EEF has dusted off the fluff, offered polished strategies, and cleaned up myths. The EEF guide reminds us that inclusion isn't achieved through specialist labels or long lists of adaptations. It is achieved through teachers consistently applying high-quality practice every day. That's much harder than a lick and a promise, but it's where inclusion succeeds or fails.

If you enjoy it, please share! [A Lick and a Promise?](#)
(The EEF guidance can be found [here](#).)

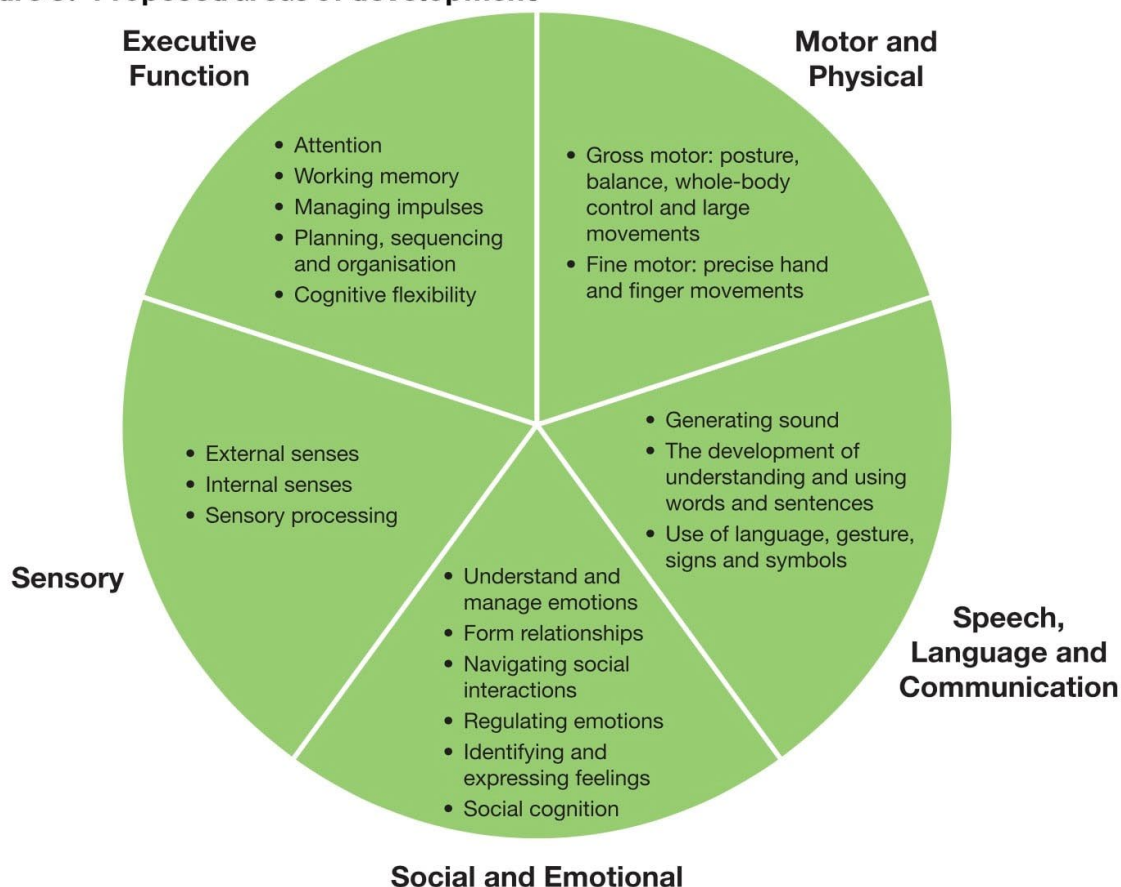


Recently I presented to my local PATOSS group about the recent past, present and future of dyslexia. I told the story using a suitcase full of objects. Each object represented a moment in the story of dyslexia and what I think the future holds. Together, they told a story of progress, setbacks, uncertainty and precarious hope.

If you missed it, do take a look at my latest blog – a light-hearted perspective: [Read more](#)

Many dyslexia and specific learning difficulties (SpLD) specialists are concerned about the future under the proposed SEND reforms, particularly following the removal of the "Cognition and Learning" category from the developmental areas set out for the new Code of Practice (see image below).

Figure 5: Proposed areas of development



Contrary to some of the concerns being expressed, the [Experts at Hand](#) report is clear that specialist teachers will continue to form part of the support available to schools. What remains unclear, however, is the nature of that specialism.

My view is that dyslexia and SpLD in Maths, including dyscalculia, must be explicitly represented within the developmental areas of the new Code of Practice. At present, they are not. Without this recognition, there is a real risk that specialist expertise in specific learning difficulties could become less visible within the future SEND system. But I am hearing that the DfE is listening and wants to get this right.

For that reason, it is vital that our engagement focuses on this issue. Please consider contacting your MP and helping to raise awareness.

You can read more about my concerns here in my blog article: [Where are dyslexia and dyscalculia in the 2026 SEND Reforms?](#)



[Ellen Broome](#) CEO BDA

Disabled Students' Allowance (DSA) has been helping to level the playing field for disabled students for more than 50 years. Last week we [British Dyslexia Association](#) submitted our response to the [Department for Education](#) consultation on assistive software funded through DSA.

We recognise that technology is evolving rapidly and that it is right to review how public money is spent. However, we are very concerned that these proposals risk moving away from the principle that support should be based on a student's individual needs and the barriers they face.

For many dyslexic students, specialist assistive technology is not simply a productivity tool. It is a reasonable adjustment that enables them to access higher education on an equal footing with their peers.

The consultation proposes that specialist software should only be funded in "exceptional circumstances", with greater reliance placed on free and built-in tools. We have seen little evidence that these alternatives provide equivalent support for students with dyslexia and other neurodivergent conditions.

Our concerns are very clear:

- ◆ Access to essential support could become more difficult and inconsistent
- ◆ Students may face delays in receiving the technology they need
- ◆ Universities could be expected to fill gaps without additional resources
- ◆ Increased reliance on multiple free tools may create additional barriers rather than remove them
- ◆ Students may be pushed towards unregulated AI tools, creating risks around academic integrity and independent learning

Critically, these proposals seem to be at odds with wider ambitions to improve educational outcomes, increase employment opportunities and strengthen inclusion for disabled people.

The students affected by these proposals are the same young people who have benefited from increased investment in neurodiversity and SEND support throughout their school years. They should not find that support ends at the point they enter higher education.

Our recommendations include retaining specialist assistive software based on individual need, removing the proposed "exceptional circumstances" threshold, developing clear guidance on AI as a reasonable adjustment, and undertaking a more robust Equality Impact Assessment.

Read our full response here: https://lnkd.in/eB_S7W9N



The role of the Dyslexia Friendly Quality Mark Manager is to guide educators and organisations towards implementing inclusive strategies that enable individuals to be successful learners, employers and citizens.

Every child has the right to high quality, inclusive education that meets their needs. This is the vehicle that will enable it to happen in schools.

We are proud to share the refreshed Dyslexia Friendly Quality Mark for Education Settings.

The DFQM has been developed to support schools in creating inclusive environments where learners with dyslexia can succeed. Through a structured process of reflection, professional learning and whole school development, schools are empowered to evaluate current practice and implement meaningful improvements.

While achieving the Quality Mark provides valuable external recognition, the greatest impact comes from the journey itself and the positive changes it brings for learners, staff and the wider school community.

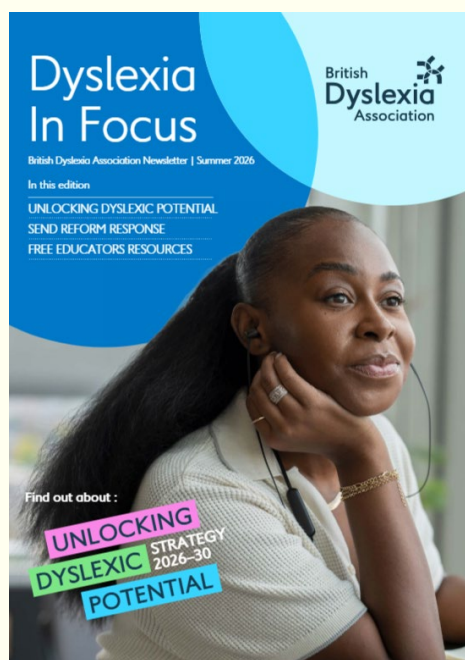
We look forward to supporting schools as they begin their DFQM journey.

Find out more: [What is the Dyslexia Friendly Quality Mark?](#)

The DFQM supports schools in creating inclusive environments where learners with dyslexia can succeed. Through reflection, professional learning and whole-school development, schools can evaluate their current practice and make effective improvements.

Start your journey by exploring our [free resources](#)

**For local DFS news in Wiltshire:
[Dyslexia Friendly Schools - Wiltshire Council](#)**



Dyslexia in Focus - Summer Edition 2026

See page 25 for details about this year's Dyslexia Awareness Week when the theme will be **'Dyslexia in real life: At work'**.

There will also be a class activity pack available to use in schools.



New Report: GCSE attainment gap for dyslexic pupils unchanged after more than a decade

A decade of education reforms has failed to narrow the GCSE attainment gap for pupils with dyslexia, according to our new report published today.

The report analyses Department for Education data on pupils with Specific Learning Difficulties (SpLD), including dyslexia, and compares their GCSE outcomes with pupils who have no identified Special Educational Need (SEN).

The report, ***GCSE attainment: A decade without progress***, reveals that in 2024/25 only **two in ten** pupils with dyslexia achieved a grade 5 or above in GCSE English and maths, compared with **five in ten** of pupils with no identified Special Educational Need (SEN) – an attainment gap of **30 percentage points**. **This gap has** remained virtually unchanged for the past three years.

At the standard pass level (grade 4 or above), the picture is equally concerning. Just **four in ten** pupils with an SpLD achieved a pass in English and maths compared with **seven in 10** of their peers without SEN, leaving a **33-percentage point** gap.

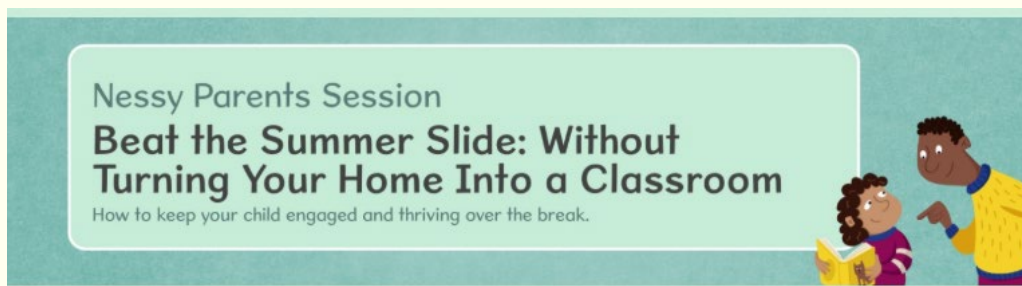
Although GCSE results for pupils with dyslexia have improved over time, the report shows they have failed to catch up with their peers. More than a decade of national data demonstrates that the education system continues to leave thousands of dyslexic learners at a significant disadvantage and unable to achieve the grades they deserve.

The report argues that this gap is not a reflection of ability, but of systemic barriers in early identification, classroom support and the way exams are assessed.

Read on at:

[New Report: GCSE attainment gap for dyslexic pupils unchanged after more than a decade - British Dyslexia Association](#)

MORE EVENTS & RECORDINGS



This event has been rescheduled!

It will now take place on Tuesday 14 July, 1:00 – 2.00pm

If you have already registered, this will carry over to next week. And if you haven't had a chance to register yet - registration is open for a few more days!

Can't make it? The session will be recorded, so as long as you are registered, you will receive the recording link via email.

Not only will you get actionable, easy-to-use tips, but everyone who registers may get an exclusive bonus offer. Plus, if you attend live and share your thoughts, you will be entered to win some Nessy freebies!

Summer is a time for rest, fun, and new experiences. It is also a wonderful opportunity to build confidence, nurture interests, and create meaningful moments that support learning naturally. For children with dyslexia, these experiences can help strengthen language, reading, writing, and self-confidence in ways that feel enjoyable rather than overwhelming.

Join us for a relaxed, supportive virtual workshop where we'll explore simple ways to encourage reading, writing, language, and independence without turning summer into school.

What You'll Learn

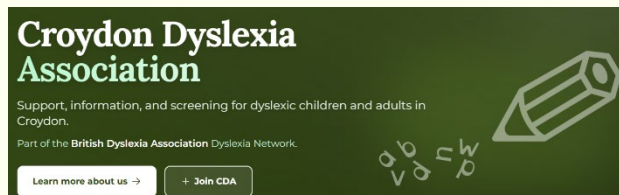
- Understand what children with dyslexia need: Explore practical ways to support literacy development while protecting confidence, motivation, and self-esteem.
- Follow their interests: Discover how hobbies, family activities, books, games, and everyday experiences can help children continue developing important literacy skills.
- Practical ideas for every age: Explore fun, low-pressure activities for young children, primary-aged learners, and teenagers that support reading, writing, communication, and confidence.
- Support writing and handwriting naturally: Learn how everyday play, conversation, drawing, and meaningful writing opportunities help children develop as writers.
- Build confidence and independence: Find ways to help your child understand how they learn, recognise their strengths, and return to school feeling capable and successful.
- Make the most of summer learning opportunities: Discover simple tools and resources, including game-based options like Nessy, that can support literacy development while still allowing summer to feel like a holiday.

Help your child enjoy a summer filled with curiosity, confidence, and opportunities to grow while building the skills they need to thrive.

Register at: <https://tinyurl.com/yxhfn9sn>

A huge thank you to Croydon Dyslexia Association for their invitation for us to attend their next free presentation.

Moving up and Moving on – dyslexic and how to cope with transitions



Talk on Zoom with Jo Rees on Thursday 16 July at 8pm

For dyslexic youngsters, transitions can be especially challenging due to their learning differences. Moving to a new school or classroom can be very daunting. Dyslexic children may worry about meeting new teachers and adapting to different routines. They might feel anxious about academic performance and whether they can keep up with peers. Many dyslexic children struggle with managing their emotions, which can lead to frustration or meltdowns during transitions.

This is the second talk Jo Rees has given to Croydon DA, following 'From Survival to Thrival' last September.



Jo and her three children are dyslexic. She was a successful school practitioner, SENCO and inclusion leader. Following a diagnosis of dyslexia in her 30s, she's now a dyslexia specialist, assessor, trainer and coach, and runs a business called 'Another Way Round'. Her children – now in their late teens – have experienced plenty of transitions in their education and Jo has supported them through these.

Jo will talk about:

- Being aware and understanding why children (and adults) find transitions challenging
- The big transition – from summer holidays to September return to school – the preparation you can do at the end of term and in advance
- Smaller transitions – moving from one teacher to another, moving between lessons
- Practical advice and strategies

To join this Zoom meeting, please register in advance by emailing your first name, surname and email address to: cda.meetings@gmail.com

The access details will be sent to you by email on the day before the meeting.



Genio Present Training & Accreditation

Get up to speed with Genio Present, the presentation rehearsal tool that helps students of all abilities reduce anxiety and build lasting communication skills. Followed by a quiz to earn your Genio Present Accreditation badge.

July 16th 12pm ► [Additional dates and times are available here](#)

Genio Notes & Inspiration

See how Genio Notes and Inspiration work together to support a complete learning workflow. From capturing content in class and revising with confidence, to visualising ideas and presenting them with clarity.

Watch Now ►

	Events - Community Event - British Dyslexia Association Join our free monthly online get-together for families and adults with dyslexia.
This welcoming and supportive session provides an opportunity to connect with others, share experiences, and discuss the everyday realities of dyslexia in a safe and understanding environment. Whether you have dyslexia yourself or support someone who does, you'll be among people who truly understand the journey. Together, we celebrate strengths, share practical insights, and build a community where everyone feels heard, valued, and supported.	
Register for free today	
	Community Event Online Peer Support Group - Adults Tuesday 28 July 2026, Online On Zoom Join our free online dyslexia community get-together for adults with dyslexia. Book now
	Community Event Online Peer Support Group - Families Tuesday 25 August 2026, Online On Zoom Join our free online get-together for families and individuals with dyslexia. Book now



Hello BATA members and friends!

We're delighted to announce our next **AT Spotlight Session**. Join us live on **28th July at 1pm** to gain an insight into how assistive technology can remove barriers and empower individuals.

This time we'll be joined by experts from **Ayoa**, **Scanning Pens** and **Everway**.

These webinars are FREE to attend and open to everyone so [click here to reserve your place](#).

Please feel free to share this email with colleagues who may be interested to join this session.

Alternatively, if you would like to know more, email info@bataonline.org.

[Book Your Place Now](#)



In this episode of *SEN & Sensibility*, the panel explores the relationship between speech, language and communication needs and literacy difficulties, highlighting how developmental language disorder and dyslexia can overlap and how language needs may be missed in the classroom.

The discussion emphasises the importance of early identification, joined-up support and collaboration between teachers, specialist professionals, speech and language therapists and families. The episode calls for practical, compassionate approaches that reduce barriers, improve access to learning and help children thrive.

Find us on the [website](#) or on [Spotify](#)! Previous recordings at: [Podcast](#)

New webinar series for August 2026: #WebinarWednesday

We're pleased to introduce a new series of online webinars from CALL Scotland - #WebinarWednesday - starting on Wednesday 26 August 2026.

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

Online webinars for August to December 2026.

About the webinars

#WebinarWednesday sessions are short, practical and focused, and are designed to support staff working with children and young people who require additional support.

The webinars will cover a range of topics, including:

- Using built-in accessibility tools on devices
- Supporting literacy and communication
- Creating accessible learning materials
- Practical approaches to inclusive digital learning

Each session will aim to share clear, usable ideas that can be applied in the classroom or wider learning environment.

Who the sessions are for

The webinars are open to a wide range of practitioners, including:

- Teachers and support for learning staff
- Additional Support Needs (ASN) staff
- Local authority teams
- Therapists and other professionals supporting learners

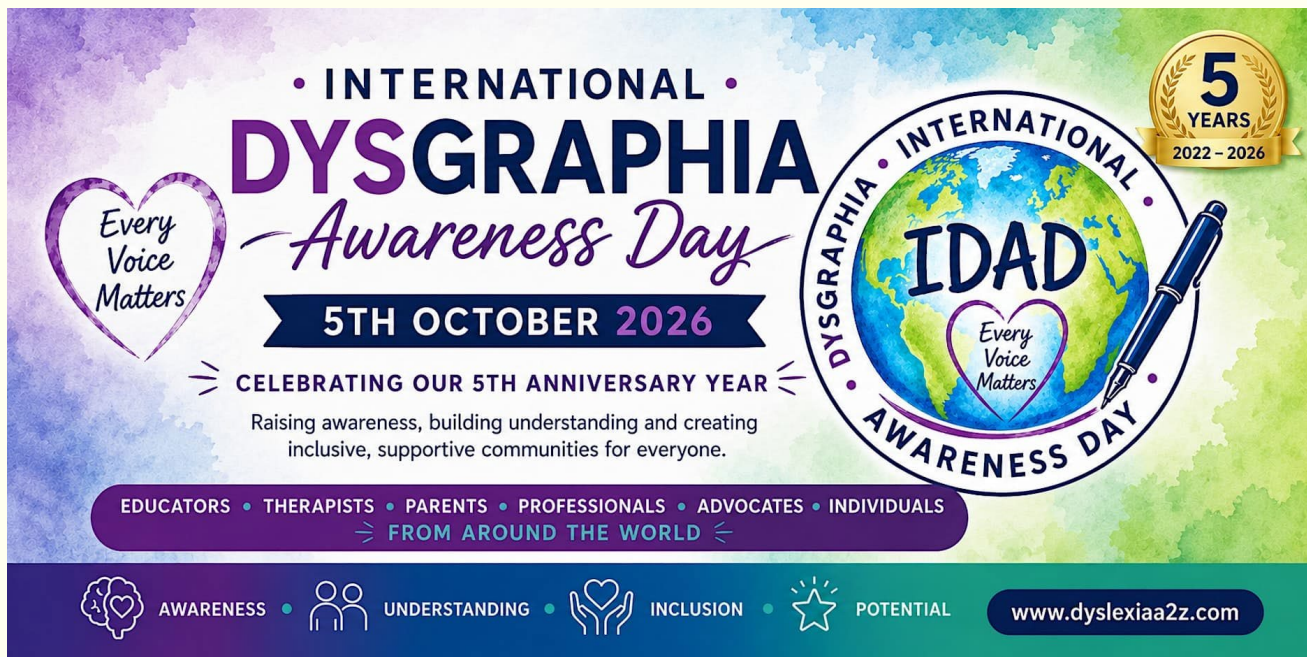
Details of upcoming webinars, including topics and booking information, can be found on our website.



The image shows a brochure for 'Summer Holiday CPD 2026' from Patoss. The brochure is titled 'Summer Holiday CPD Brochure 2026' and features a list of courses, including 'On-Demand CPD' and '2 online courses'. It also mentions 'Out Now!' at the bottom.

Make the most of the summer break with our flexible CPD for assessors and teachers. Whether you're looking to refresh your knowledge, build new skills, or deepen your practice, our expert-led courses are designed to fit around your schedule and support you in the year ahead.

Summer Holiday CPD 2026 training brochure is now available!



IDAD 2026 is on its way!

We're looking forward to celebrating our 5th anniversary on Monday, 5th October, with international speakers, practical ideas, lived experiences, and the latest research to help improve understanding of dysgraphia.

We'd love you to join us! It's Free!

International Dysgraphia Awareness Day (IDAD) is an annual international online conference held on the first Monday in October. It brings together educators, therapists, researchers, parents, professionals, advocates and individuals with lived experience from around the world to improve awareness, understanding and support for dysgraphia.

What is Dysgraphia?

Dysgraphia is a specific learning difficulty that can affect handwriting, written expression, spelling, organisation of ideas, memory, and the ability to translate thoughts into written form. Despite its impact on education, work, and everyday life, dysgraphia remains one of the least recognised and understood learning differences. International Dysgraphia Awareness Day was established to help change that through awareness, education, collaboration, and advocacy.

What to Expect

Throughout the day, leading international speakers will share practical strategies, current research, personal experiences and innovative approaches to supporting children, young people and adults with dysgraphia.

Who Should Attend?

This event is suitable for anyone interested in improving awareness, understanding, and support for dysgraphia.

Full details at:

[International Dysgraphia Awareness Day \(IDAD\) Tickets, Monday 5 October • 10 AM - 5:30 PM GMT+1 | Eventbrite](#)

Everway

 Unlocked 26

6th October | Free virtual PD event

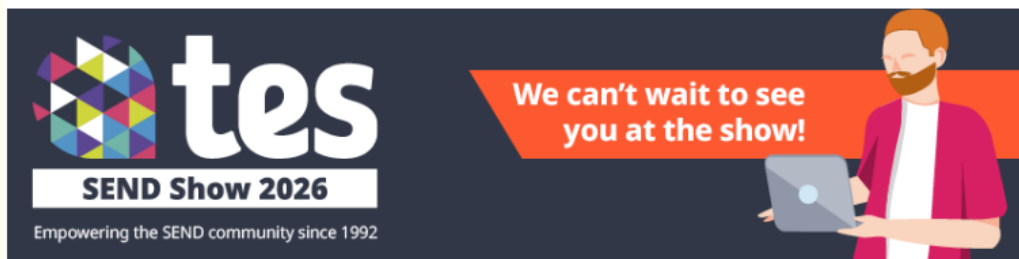
[Save the date](#)

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

[See the agenda](#)

[Register now](#)

And get early access to free resources before the event.



Friday 9 October (9am - 5pm) & Saturday 10 October (9.30am – 4pm)

Venue - Business Design Centre, 52 Upper Street, The Angel, London. N1 0QH

Adult Dyslexia Centre

Advising • Developing • Connecting

Online conference

Save the date - Saturday 10th October 9.30am - 12.30pm

ADC celebrates Dyslexia Awareness Week – details to follow



Starting with me - lived experience and Neurodiversity

Hosted by trustee Donna Stevenson, she is honoured and excited to showcase an amazing line-up of experts!

This virtual conference will be truly inspiring and informative as we listen to experts and inspirational figures across the neurodivergent community share their lived experiences and wisdom on what's made a difference for them.

We hope their journeys will provide lots of take-aways for adults, young people, children and families as we create a safe space for connection and learning.



Positive Dyslexia Ltd Presents:

NEURODIVERSITY CONFERENCE

October 23rd 2026

Engage • Inspire • Achieve

CONFIRMED SPEAKERS

St Mary's
University London



Professor Amanda Kirby



Dr Helen Ross



Celine Foley



Rebecca Thompson



Lia Castaglione



Liz Herbert

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.



Dyslexia

ADHD

Dyscalculia

Neuro-development

ADHD

Neuro-development

Inclusive Education

Dispraxia

Strength-based Approaches

St Mary's University,
Twickenham

Book your place: www.positivedyslexia.co.uk
info@positivedyslexia.co.uk • 07720 7755160
#NeurodiversityConference2026



Book now through Eventbrite
or email back for an invoice and save on Eventbrite fees.

2 hours SASC accredited with demos and exhibitors.

Can't attend in person?
We have Lia's SASC accredited talk as an on-demand recording.

Queries? Email info@positivedyslexia.co.uk.

Book Now



Southwest Regional Conference: Sense of Belonging Still Matters

19th November 2026 - 09:00 - 15:30

Phase: Cross-phase

Delivery: Face to face

Suitable for: Deputy Head Teacher, Head Teacher, SENCO, Senior Leader, Governor, Inclusion Manager/Leader, Newly Qualified Teacher, Teacher, Other, Principal

Full details at:

[Register for free](#)



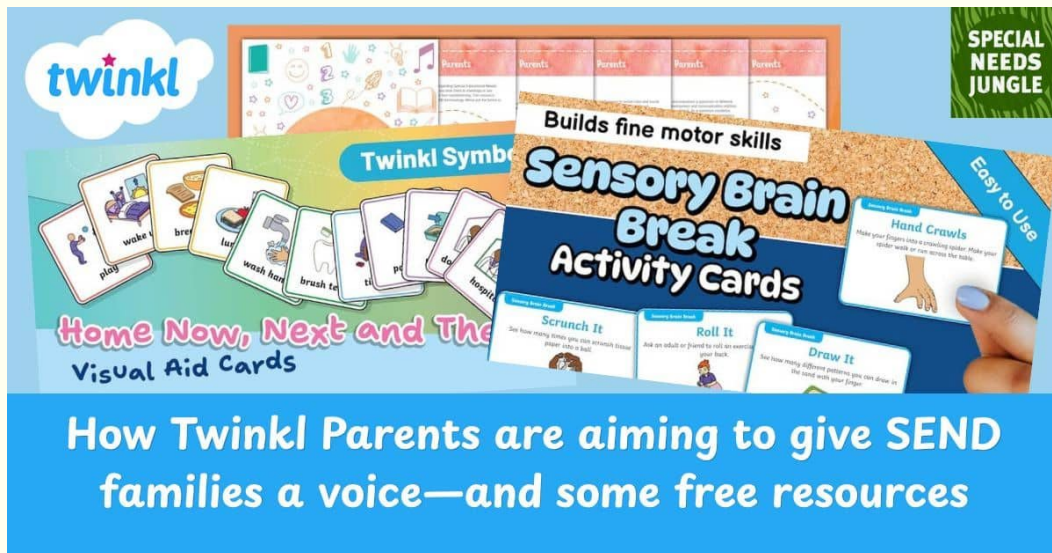
Curl up with a... Podcast

Disciplinary Literacy, PedTech, and Flexible Working with Shareen Wilkinson, Mind the Gap, It's another Mind the Gap episode! On this episode disciplinary literacy is discussed with a really useful focus on the primary stage from Shareen Wilkinson, author of Disciplinary Literacy in Primary Schools. I loved the focus on explicitly teaching oracy across the curriculum in age appropriate ways.

[Listen to episode](#)

On this episode of Mind the Gap, Emma Turner is joined by Shareen Wilkinson, Executive Director of Education at LEO Academy Trust, and author of books for both children and teachers. Shareen shares insights from her new book, Disciplinary Literacy in Primary Schools, offering a fresh, practical lens on reading, writing, and speaking across the curriculum. Together, they explore what it really means for primary pupils to "write like historians" or "speak like scientists," and why disciplinary literacy isn't just a secondary school concern.

Shareen explains how rich talk, purposeful writing, and deep subject knowledge can - and should - start in Early Years and reflects on how flexible working and thoughtful use of edtech can empower teachers and support inclusion. From phonics to AI, this episode is packed with wisdom, warmth, and practical strategies for educators leading literacy across the curriculum.



[How Twinkl Parents are aiming to give SEND families a voice - and some free resources](#)

There is a huge amount of discussion around special educational needs and disabilities (SEND) in the media right now. At Twinkl, we believe the most important element of this conversation is often the one that can be left out: **the voices of the people and families who are actually navigating the SEND system** every single day.

We know that the truth lies in the lived experiences of parents, carers, and children. That is why Twinkl Parents is dedicated to creating a safe, empowering, and authentic space where families can share their honest realities. Our goal is to foster a meaningful community that amplifies your triumphs, acknowledges your hurdles, and, above all, reminds you that **you are not alone**.

Read on in title link [How Twinkl Parents are aiming to give SEND families a voice—and some free resources](#) for details under the headings below:

- [Why lived experiences matter](#)
- [Getting involved: share your story your way](#)
- [1. Share a video story \(up to 1 minute\)](#)
- [2. Share a written quote](#)
- [Navigating uncertainty with practical support](#)
- [How to access the resources](#)
- [About Amanda and how to connect](#)



[Check skills NN Day | National Numeracy Challenge](#)

How did you find maths at school?

It's never too late to improve.

Check your numeracy level in 10 minutes.

£35 off Assessments this Summer

We're pleased to introduce a **special summer offer** for anyone considering a dyslexia assessment during the school holidays.

Submit a new booking enquiry form between 19 June and 17 July for a full-price assessment taking place during the school summer holidays (22 July – 1 September) and receive £35 off, plus free access to seven expert-led recorded sessions (worth £98) with practical advice for supporting your child's learning.

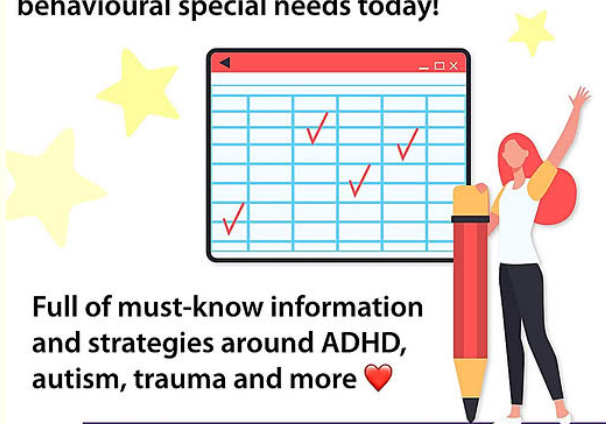
To take advantage of this offer, visit our [Assessment page](#), enter the code **SUMMER35** when submitting your enquiry, and complete all required questionnaires so your booking can be scheduled.

Spaces are limited and allocated on a first-come, first-served basis, so early booking is encouraged. Offer ends 17 July. [Learn more here.](#)



Free for SENCOs & TEACHERS:

Get this **FREE** handbook for identifying, understanding & supporting your pupils with behavioural special needs today!



Full of must-know information and strategies around ADHD, autism, trauma and more ❤️

Beacon School Support

SENCOs and teachers: Need to support a pupil with challenging behaviour... but your current strategies aren't working?

Then it's likely your pupil has complex needs – and without the right teaching approach, that behaviour is likely to escalate.

But sometimes identifying those needs can rely on guesswork... or waiting months (or years) for a formal assessment.

What you need is a system for identifying needs early so you can get the right strategies in place.



The **FREE** guidebook is a simple tool for linking classroom behaviour to possible underlying needs (like autism, trauma and ADHD). Meaning you can pick the right strategies for turning your pupil's behaviour around quickly... keeping them motivated, on task and enjoying school again!

Download for **FREE**. [SEND Behaviour Handbook](#)

Also - [Download your 27 Regulation Strategies Resource Pack](#)



SENDIAS services: Impartiality and arm's length working in law and in practice

The resource below sets out what impartiality and arms-length working looks like in practice for Special Educational Needs and/or Disability Information, Advice and Support Services (SENDIAS). It is intended to help services explain, evidence and strengthen impartial and arm's-length working in day-to-day contact with children, young people, parents, professionals and partner agencies.

[Download the resource](#)

We recently launched our SENDIAS Ways of Working Resource Bank, showcasing a wide range of resources produced by SENDIAS services across the network. As part of this, we have been spotlighting a different SENDIAS service resource each week! This week, we're highlighting Newcastle.



Newcastle have the following resources on their website:

Video to guide parents [how to have constructive meetings](#).

[How to guide](#) - for successful meetings.



[EasyReader Education](#) | [Free Trial](#) | [CPD Training Course](#)

71% of dyslexic students show an improvement in reading when learning resources are accessible

What might change if your SEND students could access the text you provide in lessons?

The [DfE Accessible Resources Pilot Project](#) explored this, and found that when accessible learning resources are available for dyslexic students:

- **68% improved their reading confidence**
- **71% improved their level of achievement**
- **58% showed improvement in homework completion**
- **100% of teachers saved time**

Accessible reading is easier than you think to introduce in class. It can transform how students read and engage with learning material and improve comprehension, while easing pressure on staff.

With [EasyReader Education](#) you can introduce accessible reading across your setting, with confidence that it will make a difference to learning outcomes.

Discover tools for independent learning at the Dolphin stand at Nasen Live 2026. Or start a 30-day free school trial today, with full support included.

[Start Free Trial](#)

Accessibility tools for neurodiversity

Neurodiversity-related accessibility tools to help all Microsoft Windows and Microsoft 365 users.

Set up Windows to fit your needs

- [Simplify the Start menu](#)
- [Clean up taskbar clutter](#)
- [Focus on a task by minimizing distractions](#)
- [Customize the taskbar](#)

Improve reading comprehension and writing skills

- [Enable text suggestions in Windows](#)
- [Download fluent fonts for easy reading](#)
- [Customize text spacing](#)
- [Use learning tools in OneNote](#)
- [Learn about Microsoft Translator](#)
- [Use Microsoft Editor to check grammar and more](#)

Read without distractions and customize your reading experience

- [Learn about Immersive Reader in Microsoft Edge](#)
- [Use Immersive Reader in Microsoft Edge](#)
- [Use Immersive Reader in Word](#)
- [Open Immersive Reader for Outlook](#)
- [Use Immersive Reader in PowerPoint](#)
- [Use Immersive Reader for OneNote](#)
- [Learn about Read aloud](#)

Stay focused and organized

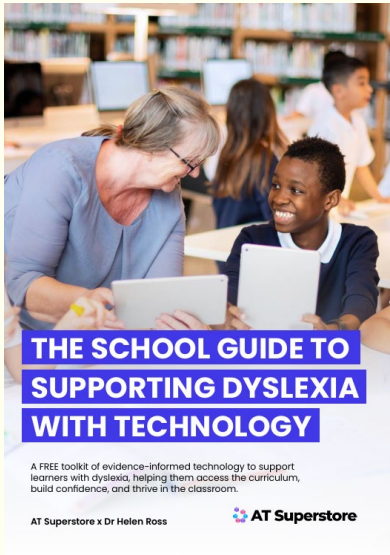
- [Enhance your PowerPoint slides](#)
- [Never lose your work - Keep your Microsoft 365 files in OneDrive](#)
- [Organize things your way with the calendar board view](#)
- Go paperless with Microsoft Lens
 - [Microsoft Lens for iOS](#)
 - [Microsoft Lens for Android](#)

Use your keyboard effectively

- [Keyboard shortcuts in Microsoft 365](#)
- [Windows keyboard shortcuts for accessibility](#)
- Use Search/Tell Me (find the command you want)
 - [Find what you need with search in Microsoft 365 apps](#)
 - [Do things quickly with Tell Me](#)

Other helpful tools

- Accessibility Checker (check that your emails and documents are accessible)
 - [Improve accessibility with the Accessibility Checker](#)
 - [Check accessibility while you work in Office apps](#)
 - [Make your content accessible to everyone with the Accessibility Checker](#)
 - [Rules for the Accessibility Checker](#)
- [Learn about Windows Hello and set it up](#) (sign in without a password)



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](#)



LOUISE SELBY
DYSLEXIA SPECIALIST

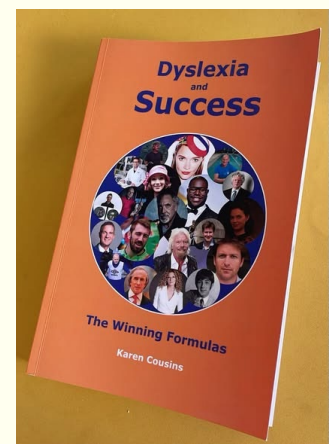
[Louise Selby Dyslexia](#)

There is some debate about whether dyslexia is a superpower. The narrative that dyslexia is an innate way of thinking is celebrated by some who experience that creativity and intuition. But others, and crucially, many at school who experience failure because of the way we measure them, do not see dyslexia as a positive.

In my training and work with schools I find myself stressing the difficulties in dyslexia because this is the language we speak and it is rewarded by support. If we constantly tell educators it is a superpower, these children are unlikely to get intervention and support with literacy.

However, of course there are huge strengths in every child and dyslexics are not the exception. It should not be a barrier! Dyslexia does not equate to low ability and low potential - but this is the reality if we do not offer timely support and intervention.

That's why I am IN LOVE WITH this book by the talented and experienced Karen Cousins. The focus is on success - but in a realistic way. I recommend this book to anyone looking for non cliched and real live examples of the possibility to succeed in any area of life. There are so many examples of successful dyslexics beyond the usual suspects (no offence to Richard Branson who is of course inspirational! 😊).



A refreshing and hopeful read. Thank you Karen.

The WDA bought 10 copies of this book which are available to borrow from Wiltshire Libraries. Check this link to see where they are located!
[Dyslexia and success ; the winning formulas. - Wiltshire](#)

The WDA also obtained 5 copies of book -
This is dyslexia : the definitive guide to the untapped power of dyslexic thinking and its vital role in our future.
– written by Kate Griggs

MY TOP 5 things every parent should know about their dyslexic child.

There's no doubt that the education system isn't made for Dyslexic Thinking – so we need to work hard to preserve our confidence as we navigate through it. I certainly did with my boys.

I haven't met one dyslexic who wasn't made to feel stupid at school – because the system measures and treasures the skills we naturally struggle with, not the ones where we thrive.

We all have school stories to tell (many we can laugh at now) and wish we could go back and tell our younger selves that the way we think is actually brilliant and will take us far. But we know enough to make sure our kids don't go through what we did by telling them that now!

In fact, whatever your age, every dyslexic thinker should arm themselves with the knowledge to champion their Dyslexic Thinking – and the Dyslexic Thinking of those around them.

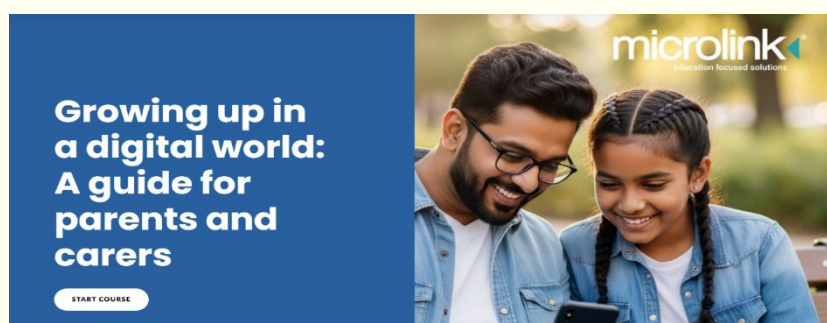
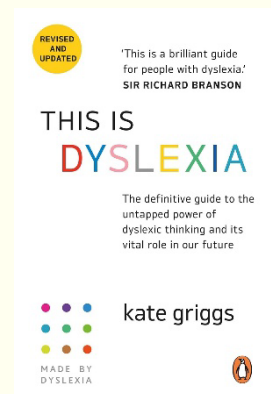
I wrote my book [#ThisIsDyslexia](#) so you have all the knowledge you need to support yourself and the dyslexics in your life.

This Is Dyslexia is out now on [Penguin Random House](#)

Perfect to slip into your suitcase as you head off on your travels. Or download as an audiobook. Or gift to a friend of you kids teacher 😊

BOOK here: <https://amzn.to/3BGblRy>

🎧 AUDIOBOOK here: <https://amzn.to/4eSg54H>



Childhood today is shaped by smartphones, social media and AI: often faster than families can make sense of it. **Growing Up Digitally: A Guide for Parents and Carers** helps families meet this challenge with calm, practical, evidence-informed guidance that builds confidence and clarity rather than fear.

This is a free-to-view, untracked resource.

Please feel free to distribute widely to your partner education establishments:

<https://www.microlinkpc.com/resource/growingup/>

If you have any questions or queries, please contact: marius.frank@microlinkpc.com



A helpful first step for families
Explore screening options and request your discount codes

[Learn more](#)

Wondering whether dyslexia could be affecting you or your child?
Screening tools can provide an indication of strengths and challenges and may help you decide whether further support or a full diagnostic assessment could be helpful. The BDA is offering access to discount codes for suitable screening tools for children and young people aged 5 to 16.

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Screening tools can provide an indication of strengths and challenges and may help you decide whether further support or a full diagnostic assessment could be helpful. The BDA is offering access to discount codes for suitable screening tools for children and young people aged 5 to 16.

Dyslexia screening

Screening tests provide an indication of an individual's strengths and weaknesses and can help indicate the possibility of a specific learning difficulty (SpLD), such as dyslexia. They do not provide a diagnosis but can help determine whether further assessment or support may be needed.

Screening tests for children

Children in the UK are not routinely screened for dyslexia, although many schools use screening tools to support pupils with literacy difficulties. Screening can help identify children who may benefit from additional support or a full diagnostic assessment.

Some screening tools must be used by qualified specialists, while others are designed to be accessible for parents and schools.

There are many screening tools available that families can use. The BDA has reviewed a range of these and considers Nussy to be a suitable screening tool for children aged 5–9, and Talamo for children aged 10–16.

Families can receive a 20% discount on these screening tools through the BDA. Talamo will also make a donation of 20% of the screener price to the BDA each time this discount is used. The BDA are using these donations to support our charitable objectives, including Helpline, providing confidential information, support and signposting for people with dyslexia and dyscalculia and those who support them.

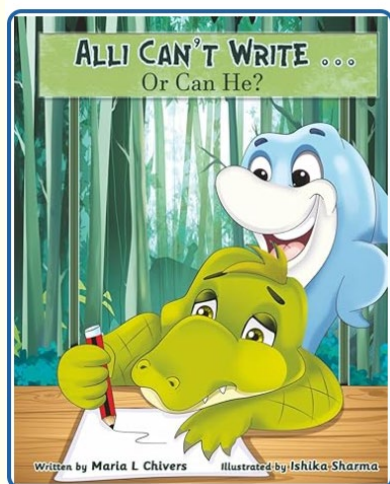
Complete the form to receive your discount codes for these screeners:
[Apply to get your 20% discount here](#)



Resources - British Dyslexia Association

See also practical dyslexia-friendly classroom tips and access our FREE resources to help support learners, improve accessibility, and create inclusive learning environments.

Find out more at: <https://loom.ly/MGmBoUY>



A Storybook for Children with Handwriting Difficulties, including those with: Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia & ADHD.

Alli Can't Write: A Storybook for Children with Handwriting Difficulties including those with: Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia & ADHD (Tales from the Everglades): Amazon.co.uk: Chivers, Mrs Maria L: 9781916042704: Books

The first book from the 'Tales from the Everglades' series.

Alli Can't Write: A Storybook for Children with Handwriting Difficulties — and a Guide for Adults Who Want to Help

Alli Can't Write is a heartfelt, two-part book combining a charming, illustrated story for children with a powerful resource section for adults. Created by acclaimed neurodiversity advocate Maria Chivers, this book speaks directly to children struggling with handwriting, especially those with dysgraphia, dyslexia, dyspraxia, ADHD, and similar learning differences.

In the children's section, we meet Alli-Gator, a bright and imaginative young alligator who loves school but becomes withdrawn when he's told his writing is "sloppy" and unreadable. Despite his best efforts, Alli can't seem to get his thoughts on paper. With the help of his supportive Mummy and Daddy-Gator, a kind school psychologist named Dr. Dolphin, and a thoughtful teacher, Alli begins to understand that his difficulties have a name, dysgraphia, and that he's far from alone. Through games, special strategies, and lots of encouragement, Alli learns to work with his challenges and find joy in expressing himself again.

The story is rich with humour, empathy, and unforgettable characters, including Skunky, Hoppy and Jumpy the opossums, and the ever-patient Miss Snake. Set in the vibrant Florida Everglades and featuring endangered animals, the story not only entertains but also raises awareness of ecological issues.

**More on
Dysgraphia**

Alli's Summer Adventures in Scotland!

Alli Can't Write . . . Or Can He?

Meet Alli, a young alligator with dysgraphia. His teacher, Miss Panther, knows that writing can be difficult for him. Writing isn't easy for Alli. The words are in his head, but sometimes his pencil just doesn't do what he wants it to do.

This summer, Alli is on holiday in Scotland. Before he left, Miss Panther gave him a very special challenge.

. . . . continued on the next page

"Keep a holiday diary."

She isn't asking him to write pages and pages.

Just a few lines each day.

What did you see?

What did you do?

How did you feel?

Sometimes, that's all it takes to build confidence.

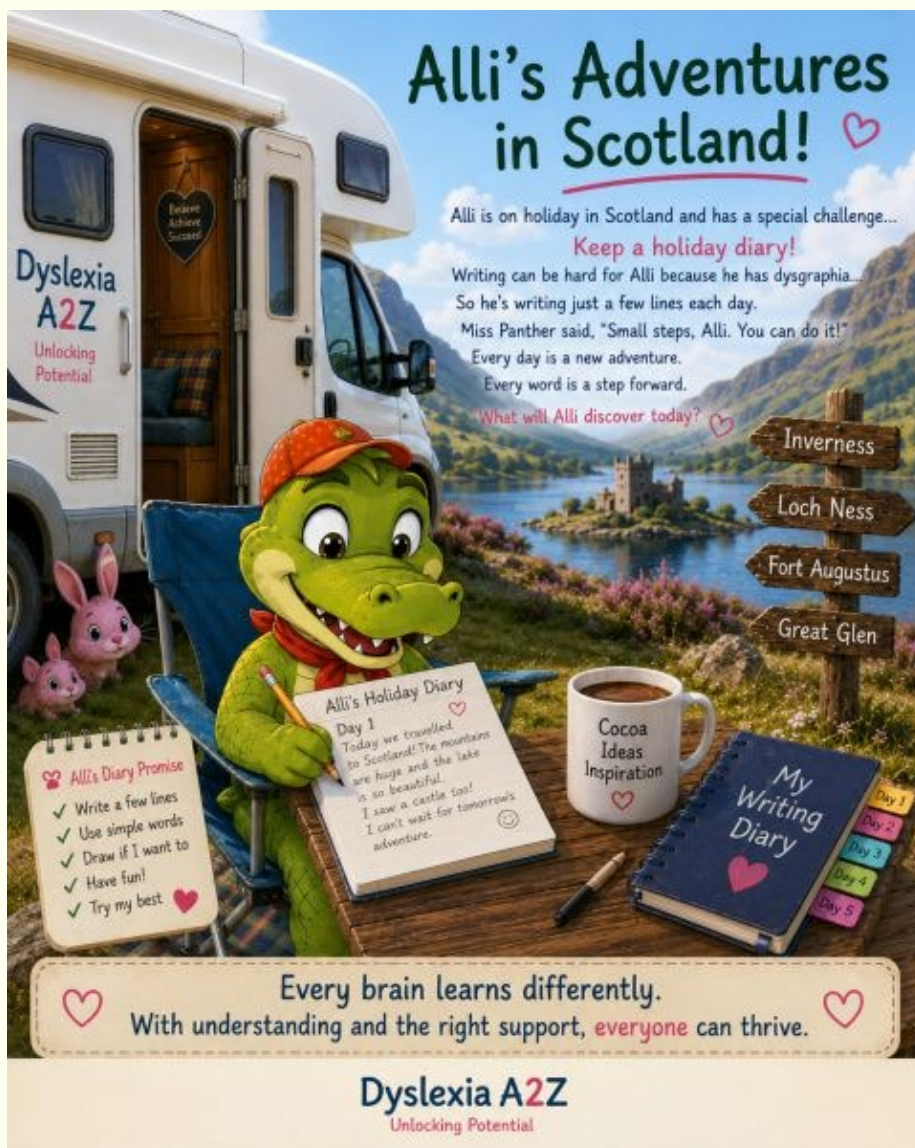
Perhaps your child could keep a holiday diary too?

Every journey has a story worth remembering.

♥ Follow Alli's Adventures every week on [Dyslexia A2Z](#).

Every brain learns differently.

With understanding and the right support, everyone can thrive.



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.

Made By Dyslexia

Some educators are nervous to label a child as dyslexic. But this is a mistake.

Identification is vital for a child's understanding - and for any adult who left school without being identified, too.

Once we know the reason why we find some things harder than our peers - and other things much easier - this helps us develop the grit and the perseverance we need to survive... and thrive. While this is hard at school ... it becomes a super valuable skill in the workplace, where our resilience and tenacity mean we strive to deliver and 'get things done'.

Learn how to spot a dyslexic thinker on our website:

<https://www.madebydyslexia.org/parents/>



Watch the full short film 'What Is Dyslexia?'

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/>

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



Widgit Tips

Watch Video

5 golden rules for good symbol content



What Is the Summer Slide? How to Support Learning Over the Holidays

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

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.

Find out how the 'Summer Slide' could affect your students, and fun ways to stop learning loss over the summer break.

👉 Read here <https://tinyurl.com/eveurz7t>

📁 Free Summer Holiday Resource For Your Students

Need support with creating a summer plan for your class? Nessy's summer activity pack helps encourage reading and learning throughout the summer break with weekly book recommendations and activities!

👉 Sign up here <https://tinyurl.com/4c6n39af>

💻 Free Summer Slide Webinar For Parents

Perfect to send to parents ahead of the summer holidays, join Nessy for a relaxed, supportive virtual workshop where they will explore simple ways to encourage reading, writing, language, and independence without turning summer into school.

👉 Register today <https://tinyurl.com/yxhfn9sn>



If you're anything like most parents I speak to, you probably feel a little torn during the summer holidays. You want your child to have a proper break. But you also worry about confidence slipping, routines disappearing and September feeling even harder than it needs to.

The good news?

You don't need to become your child's teacher this summer.

I've created a **FREE Summer Learning Without Tears Activity Book** to help children keep using their reading, writing and maths skills naturally through the holidays, without pressure, tears or endless worksheets.

Inside you'll find simple, engaging activities including:

- 🌟 Reading challenges
- ✏️ Creative writing activities
- 🧮 Fun maths games
- 🎨 Imaginative tasks to encourage confidence and curiosity

Everything is designed to fit around family life, so children can keep learning while still enjoying everything summer has to offer.

👉 [Download your FREE copy here](#)

I hope it helps make summer feel a little less stressful and a lot more enjoyable for both you and your child.

Have a wonderful summer!

Warmly,

Katie Nelson

Founder, The Dyslexia & Dyscalculia Academy
Dyslexia & Dyscalculia Specialist Assessor

NEW ON-DEMAND COURSES

Beyond Labels: What to Do About Dyslexia in Schools (and What to Stop Doing)

So far we have had brilliant feedback from this webinar course. My aim is to cut through the noise and provide practical, manageable and evidence based strategies. It's a snip at £49 for three hours of training, with lifetime OnDemand access and a myriad of resources. Share the word!

[Learn more and book](#)

Discover Morph Mastery: What is it and Why is it important?

Hugely popular, this FREE course is now available for anyone to access OnDemand via my website. If you want to know more about the intervention, the research base and find out which training course is for you, watch this webinar and find out.

[Morph Mastery for Groups](#)

[Morph Mastery 1:1](#)

Undecided?

If you are not sure which course to book, or whether Morph Mastery is right for your setting, why not access the free OnDemand webinar detailed below before deciding?

[Discover Morph Mastery Free Course](#)



Resources I recommend

Free resources available @Suchmo83

Chris Such is an authority on teaching reading in primary school and he generously offers many resources for free. Do check it out!

[View Resources](#)

Dyslexia Friendly Schools - Wiltshire Council

Choosing a school place for a child with SEND

Choosing a school can feel overwhelming, particularly when your child has additional needs. While school performance data and Ofsted reports can be useful, they only provide part of the picture.



SEND Empowerment
ADVICE & SUPPORT

01 SEND Support

How does the school identify and support children with SEND?

What interventions, adjustments and support are available?

02 Staff Knowledge and Understanding

Do staff demonstrate a good understanding of SEND?

Are they willing to listen and learn about your child's individual needs?

03 Communication

How will the school communicate with you?

Will concerns, successes and updates be shared regularly?

04 Transitions

How does the school support children when starting school, moving classes or preparing for the next stage of education?

The right school is one that can understand, support and meet your child's individual needs.

When considering a school, think about:



07 Sensory and Environmental needs

Is the environment likely to be suitable for your child?

Consider factors such as noise levels, class sizes, sensory spaces and opportunities for regulation.

08 Sensory and Environmental needs

How does the school support children when starting school, moving classes or preparing for the next stage of education?

05 Inclusion

How does the school ensure that children with SEND can participate in school life, activities, and trips alongside their peers?

06 Social and emotional support

What support is available during break times, lunch times and other lessons structured parts of the school day?

09 Your Child

Most importantly, can you picture your child feeling safe, happy and understood in the environment?

Choosing a school - British Dyslexia Association

For every parent choosing the right school for their child is an important decision. As a parent of a child with Special Educational Needs (SEN), this choice can be even more daunting.

The starting point is to have a really good understanding of your child's needs. If your child has had a Diagnostic Assessment, then this will outline their strengths and weaknesses and will make recommendations for the support needed.

If your child has an Education and Health Care Plan (EHCP) you can request a non-maintained special school, an independent school, or an independent specialist college (if approved by the Secretary of State).

The local authority must comply with your preference and name the school or college in the EHCP, as long as the school is appropriate for your child's age and ability and can meet your child's needs, and their attendance would not be incompatible with the education of others.

The school

When making a choice about a school, find out as much as you can about their approach to supporting children with additional needs. Schools should outline their SEN provision in their SEN Policy and SEN Information Report which should be published on their website. The report should include information about:

- how the school identifies young people with SEN and assesses their needs
- how the school consults with parents and involves them in their child's education
- the roles and responsibilities of everyone involved in providing for pupils with SEN
- how the curriculum is adapted and the school's approach to teaching children and young people with SEN

A school's Ofsted report will outline how the education provided by the school meets the needs of the range of pupils at the school.

If a school has achieved a BDA Quality Mark or is registered with the Council for the Registration of Schools Teaching Dyslexic Pupils (CRSTeD), this recognises that a school has dyslexia friendly practice in place. For more information visit: www.crested.org.uk.

You may wish to use the following questions as a basis for discussion with the Head or SENCO at the school:

The staff

- What training do all staff have in understanding and supporting Specific Learning Difficulties (SpLD)?
- Are there staff with specialist qualifications in SpLD?
- If there are no specialists on staff, how does the school access local authority services for dyslexia and how frequently do the dyslexia teachers attend the school?
- How will all staff be made aware of a child's SpLD?
- How will staff support my child's overall wellbeing?
- How will staff ensure my child is included in activities outside the classroom?

Teaching and learning

- How do teachers address the needs of dyslexic students in their class?
- How is specialist teaching delivered, for example, in class, individually or in small groups?
- How does the school measure the progress of dyslexic children and young people?
- What access to and training for ICT do dyslexic children have over and beyond the usual facilities available for all children?
- How does the school assess for Exam Access Arrangements and support pupils to use these effectively?

Explore secondary school information for September 2026

The DfE is trialling a new online service called School Profiles to help parents and carers find and compare state secondary schools in England. This service is run by the Department for Education. School Profiles is a new online tool designed to help you find and compare state schools in England. It brings together important information in one place, including:

- Information about school policies
- Curriculum and extra-curricular activities
- Academic performance data

[Find out more about School Profiles](#)



Finding the Right School

Schools on the CReSTeD Register have asked to have their provision for Specific Learning Difficulties accredited by us. In so doing they have declared how proud they are of both their teachers and their children. There are other schools which might be in a position to help, they just haven't found us yet.

As a tiny charity, with limited funds, it is impossible for us to ensure that all 23,000 schools in the UK know we exist.

We know there are schools, other than those on our Register, who are also doing an excellent job. We don't want your child to miss an opportunity right on your doorstep. We could be pompous and tell you our Register is the only source of information, that isn't true, there are other organisations to help you in your search and we have listed the ones we know and trust here.

You might have a school in mind already, you may simply want your child to go to school with all their friends but want to be sure the school can help.

Here are a few ideas to help you to be confident in your choice

CReSTeD places schools into categories, not because we think one school is better than another but because, just as children are different, so are schools.

[Click here for an explanation of our categories and criteria.](#)

Parents Checklist

There are many questions to consider when choosing a school, our Register can go some way to helping but how do you decide what to ask the schools you contact?

You could begin by reading the [Parents Checklist](#), here you will find a lot of questions already prepared. Some of the questions may not be appropriate to your child, you may even have thought through some of them already, but we think everyone will find something to help them.

What are Specific Learning Difficulties

Every parent will be very aware of the challenges children face in school. Whether to join the Drama group, the Chess Club or play on the Football Team can be important questions for a child.

Sometimes parents find there are more difficult questions to face:

- Why isn't my child reading as well as other children?
- Why does my child have difficulties in sport?

The answer might be that a child is coping with a Specific Learning Difficulty – otherwise known as SpLDs. These include Dyscalculia, Dysgraphia, Dyslexia, Dyspraxia, Attention Deficit Disorder and, by association, Autism Spectrum Disorder.

The umbrella term "Specific Learning Difficulties" (SpLD), more positively referred to as "Specific Learning Differences", is used to cover a wide variety of difficulties.

Many people use it synonymously with dyslexia (a difficulty with words), but it is now generally accepted that dyslexia is only one of a group of difficulties which affect the way a person processes information and, therefore, affects their ability to learn.

Dyscalculia is defined as a specific and persistent difficulty in understanding numbers, which can lead to a range of difficulties with mathematics. It occurs across all age ranges, levels of education and abilities. Maths difficulties are best thought of as a continuum, not a distinct category and have many causal factors. Dyscalculia is seen as representing one end of the spectrum.

What Can You Expect From Your Child's School?

Schools and teachers can take some very simple steps to help every child not only those with a learning difficulty. Making 'reasonable adjustments' in how teachers engage with pupils will help them move towards equality of access to learning. This will vary depending upon the specific needs of each student. Differentiation by teachers is crucial.

As a teacher you may worry about neglecting the rest of your class as you implement changes for one or two students with learning difficulties. However, even the lowest estimates would indicate 5% of the population are dyslexic. Meaning you probably have at least one student in every class with dyslexia and possibly there are additional students that have never been diagnosed. Remember too: dyslexia is just one SpLD.

Simple changes in the way you teach could make all the difference. Wouldn't you prefer every child left school achieving their full potential?

When a teacher makes changes to help students with learning difficulties, they are making positive changes for the entire class.

What can you expect from your child's school to help students with SpLDs?

Schools and teachers can take simple steps such as:

- Avoid making assumptions about a child's skills
- Provide feedback in a confidential manner on an individual basis
- Avoid drawing attention to a child in respect of their learning difficulty

On a more practical level you could ask your child's teacher(s) to:

- Provide handouts at the end of lessons. Although for more advanced lessons, providing notes prior to the lesson will help a student prepare.
- Produce hand-outs on tinted paper. People with an SpLD often also experience a visual-perceptual discomfort and disturbance known as Meares-Irlen syndrome or scotopic sensitivity which causes black print to "dance" or blur on white paper. There isn't a correct colour, but a pale buff shade seems to be helpful to many.
- Produce hand-outs without using "justified" text. Justified text can create large uneven spaces between letters and words, sometimes referred to as the river effect. You can avoid this effect by using left aligned text.
- Allowing students to record lesson. Avoid asking students to read aloud or asking specific individuals to respond to questions.
- Ensure all guidelines for assignments or practical sessions are unambiguously written and clearly presented.

Whenever possible, provide notes in electronic form, this will enable students to use "text-to-speech software.

There are many more similar checklists online including:

[Choosing a UK School for Your Dyslexic Child](#)

[Top questions to ask when choosing a school for your dyslexic child](#)

[Transition – Choosing a secondary school for a dyslexic learner | Dyslexia UK](#)

[Choosing a school and questions to ask](#)

Framlingham illustrator says book helped with her own dyslexia - BBC News



Ben Parker

11 March 2026

A children's book illustrator, nominated for a Carnegie Medal, said she had been trying to hide her dyslexia while making her book.

Kate Rolfe, from Framlingham, Suffolk, wrote and illustrated *Wiggling Words*, a "story about a child lost in a forest of letters". The story has been shortlisted for a Carnegie in the illustration category.

Rolfe said she was "thrilled" with the nomination and said the response to the book had given her "the confidence to unmask more of who I am".

The Carnegie Medal for Illustration is awarded by children's librarians for an outstanding book in terms of illustration for children and young people. Previous winners include Arthur Ransome, Philip Pullman and Shirley Hughes.

The Framlingham artist uses a combination of letter press and cyanotype techniques for her work.

Rolfe was shortlisted for the award in 2025 for her book, *Wolf and Bear*. She said working on a story about dyslexia helped her with her own difficulties, adding: "When I first started making *Wiggling Words*, I was still trying to hide a little bit of how much I was struggling.

"I felt like I was totally alone with it. And so I started making this artwork that just described how I felt when I was faced with a wall of words when I opened a book."

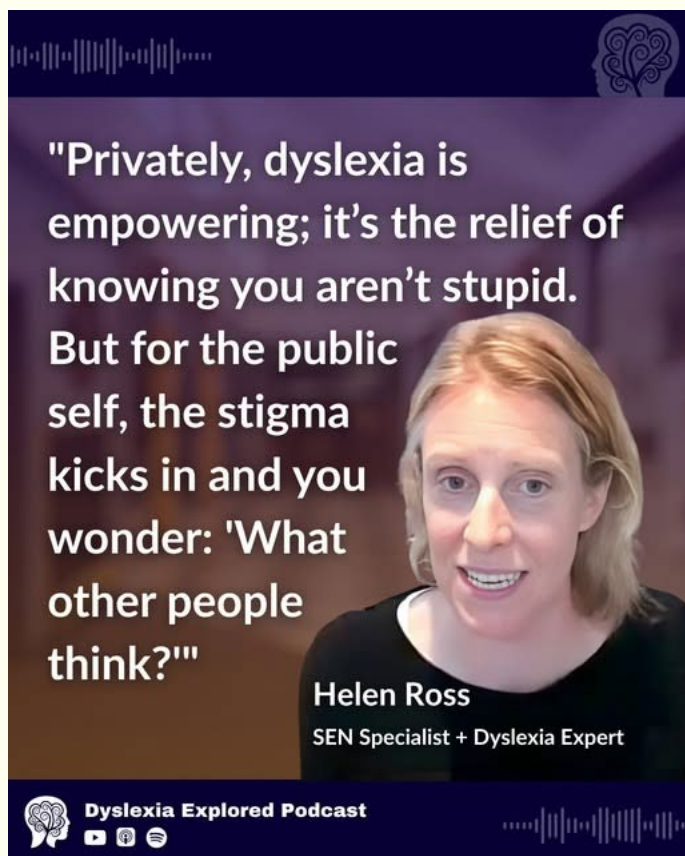
She said she hoped her latest book would help children with dyslexia or those struggling with learning to read. "If I'd have had that book when I was younger, I might have been able to point to that and say, this is how it feels," she said. "The child character, when all of the letters fall out of the book, they use their creative imagination to build a whole world out of the letters. So it's sort of a metaphor for, you might be struggling with something, but you can use a creative solution and make it all your own."



Rolfe said going to book award ceremonies was a "humbling and motivating experience".

The Carnegie Medal awards ceremony took place in June.

[Read Kate Rolfe's medal acceptance speech here.](#)



Dyslexia Explored

Claim Your Identity:

"I spent years calling myself thick and stupid. Instead, you can understand your own profile; how you learn, how you think, and how you engage with the world, and claim that for yourself. We need to help people understand themselves."

Helen Ross

Listen to the full podcast episode of Dyslexia Explored for more:

<https://youtu.be/bsrC1Of5SZ4>

In this episode of the Dyslexia Explored Podcast, hosts Darius Namdaran and Jo Lee introduce Dr. Helen Ross, an inspiring educator, researcher, and advocate who shares her profound insights into neurodiversity.

They discuss a range of topics, including the heavy mental load and masking experienced by neurodivergent girls during key life transitions, the transformative power of EdTech and AI, and why it is often more important to be 'well-informed' rather than simply 'well-read.'

Dr. Ross also reflects on her personal academic journey to achieving a PhD, the systemic challenges faced by SENCOs in education, and the empowering realization of claiming your own label and identity with dyslexia and ADHD.

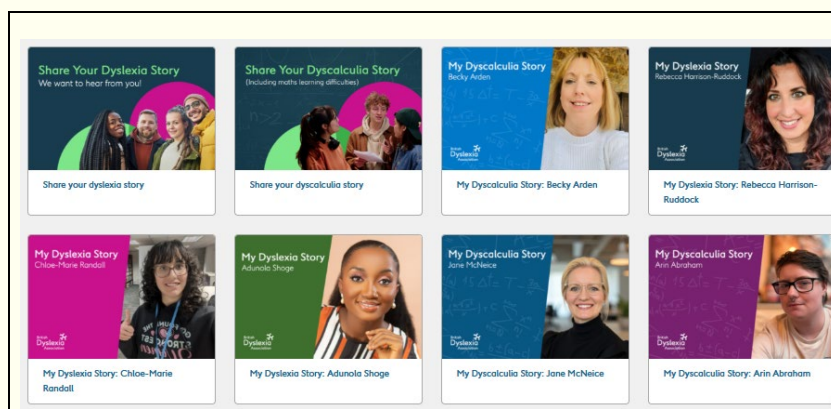
Join this insightful conversation to explore how neurodivergent individuals can play to their strengths, self-advocate, and find grace within a complex educational system.

"Take the advice that you would give a friend; we are always harder on ourselves.

Give yourself grace because it's a really underrated attribute.

If you don't like reading or don't know your times tables, the world won't end.

I have a degree in engineering, and I still don't know mine!"



MORE DYSLEXIA STORIES TO READ AT:

**Your Stories - British
Dyslexia Association**

**Share your dyslexia story
here**

Made By Dyslexia

Brilliant dyslexic thinker, entrepreneur and podcast host, [Jamie Laing](#) says he's "properly dyslexic" and reading "takes him three times longer than everyone else".

But find out what 6 other things dyslexia has given him (shared in a LinkedIn message for dyslexic kids and parents)

[Jamie Laing • Influencer - Founder of Candy Kittens, Jampot & Tuckshop - Forbes 30 Under 30 - BBC Radio 1 Host](#)

I am properly dyslexic. Not the quirky kind. The kind where reading takes me three times longer than everyone else. School was often really hard.

BUT if you're a parent with a child who also has dyslexia... please don't worry too much.

It's given me:

- Insane memory for conversations - I remember every person's name and what they told me months ago
- Pattern recognition - I spot gaps walking down supermarket aisles that others miss
- People skills - when you can't rely on emails, you get brilliant at picking up the phone
- Creative thinking - my brain literally has to find different routes to everything
- Delegation skills - learned early to partner with people who love spreadsheets
- Visual thinking - I know instantly if packaging or branding feels wrong
- Resilience - when everything's harder, you get comfortable with struggle

My English teacher said I'd struggle in the real world. But the struggling's made me stronger - and I'm sure that applies to kids coming up now too ❤️



Made By Dyslexia

Congratulations to everyone finishing their exams!
If they've gone well, huge congratulations!

If they haven't gone as well as you'd like, remember that the type of intelligence the world needs is changing. And exams no longer define who we are or what we can offer.

Our Intelligence 5.0 report found that:

- Just 6% believe scoring highly in exams is the best indicator of intelligence
- Just 5% believe scoring highly in psychometric tests is the best indicator of intelligence

Read the report here: <https://www.madebydyslexia.org/MBD-Intelligence-5.0...>



Made By Dyslexia

Introducing: Dyslexic Disruptors

Each week, we'll feature a dyslexic thinker who's disrupted their industry by the power of thinking differently.

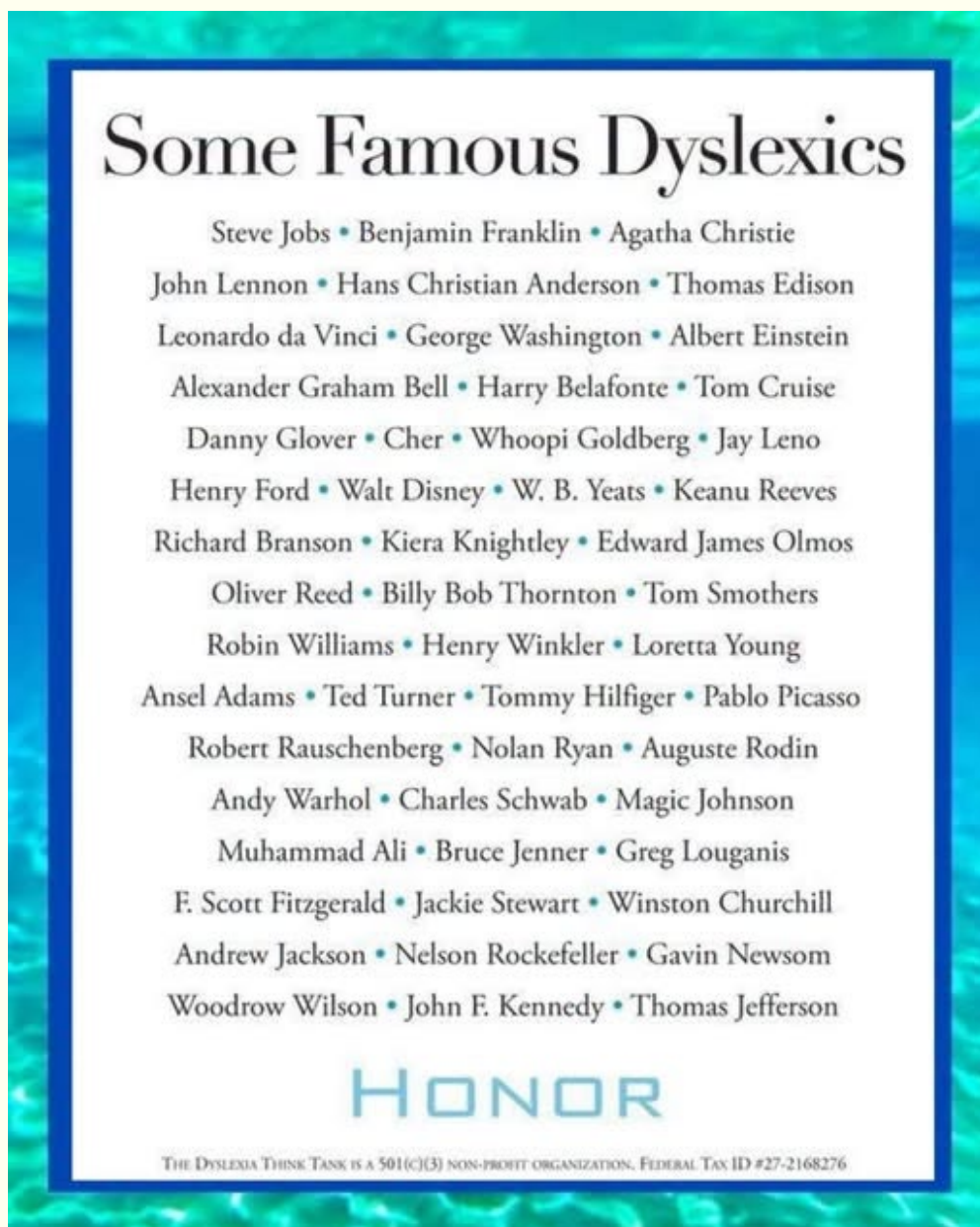
First up: Nick Jones (Founder of Soho House)



Before Nick set up Soho House, members' clubs were often seen as stuffy and old-fashioned. Spotting a gap in the market for a relaxed space where creatives could connect, he founded Soho House. Today, it has more than 40 locations across 31 cities worldwide.

Dyslexic secret to success: Keeping things simple and getting your Ps in the right order.

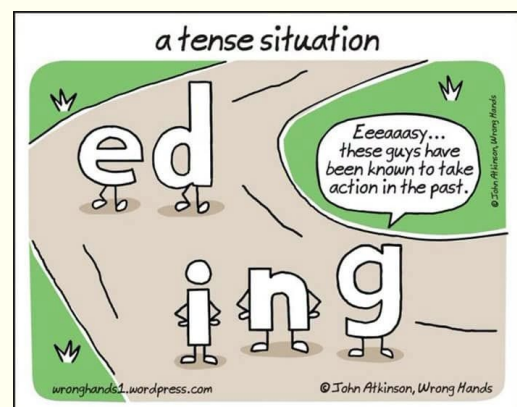
Watch the full interview here: https://www.youtube.com/watch?v=wLW_8Alnn8o&t=4s



And finally . . .

Teaching in a heatwave BINGO

Yeah, it is hot today.	Yeah, of course you can take your jumper off.	No, we are not having a water fight in class	"No, we can't go outside. It's hotter out there than it is in here."	I know it is hot!
If you talk, you're just going to make the room hotter	I'm absolutely shattered! Couldn't sleep a wink last night!	Did you bring in sun cream? It was on the letter, email and text message	"Yes, we will still be doing work."	They're going to have to have a max temperature
Class, can we please stop messing with our water bottles, otherwise you're gonna spill them.	I like it warm, but this is too hot!	@ICT_MrP	"I have done everything in my power to make this classroom as cool as possible."	"No, your human rights aren't affected."
I'd rather a week of wet play than this!	The thing is, this is just going to become more common	No, sorry, I don't have a fan.	It might be too hot	No we don't have air con, we've only had one glue stick since January
Have you got a spare fan?	"It's dark because I put the blinds down to stop the sun coming into the classroom."	"Oh, who spilt their water bottle? I told you this would happen."	At least we didn't get the call this week, can you imagine?	I don't control the weather



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

BDA Resources - [British Dyslexia Association](#)

5 years ago, the internet was an escape from the real world. Today, the real world is an escape from the internet.

