

WDA Newsletter 2026

Issue 6 – September



Page	
1	Wiltshire News & Events
3	SEND Reform News
7	Dyslexia Awareness Month - October
9	Newsletters, Articles, Blogs
18	More Events & Recordings
28	Resources & Offers
38	Dyslexia Stories
42	... and finally

WILTSHIRE NEWS & EVENTS

FINAL REMINDER – FREE TRAINING!

DYSLEXIA FRIENDLY TEACHING TRAINING

Friday 2nd October 2026

Devizes Town Hall – Assembly Room

9.30am – 3.30pm

Invitation to Teachers and TAs – book here:

[Dyslexia And Literacy Difficulties](#)

We are supporting Wiltshire 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 several 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>



Right Choice

Thank you!

A big thank you to our amazing supporters who raise free funds for us on #easyfundraising.

If you're not signed up yet, please join and you can raise free donations for the WDA every time you shop online.

All the big retailers are ready to make a free donation at no extra cost to you:

<https://join.easyfundraising.org.uk/wiltshiredyslexia/0XRQZC/c2s/04ExeGYt/CE941/textcopy/>



Supporting All Children with Literacy Difficulties: The SEND Code of Practice

As set out in the 2014 SEN Code of Practice, every school primary and secondary, free school and academy is required to identify and address the SEN of the pupils they support **regardless of diagnosis**. This includes literacy difficulties.

Children and young people should be supported at all stages of education; it is not necessary to have a dyslexia diagnosis for intervention to occur including access arrangements in exams.

More information about dyslexia in Wiltshire can be found on the Specialist SEN Service Right Choice page here <https://rightchoice.wiltshire.gov.uk/Page/13393>



Schools . . . please check out FREE 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](#)



New 'Belong in Wiltshire' webpages launched for military families

We've launched new 'Belong in Wiltshire' webpages to help military families settle into life in the county and access the support they need. The online resource brings together information on education, housing, employment, health and wellbeing, local services and community groups, making it easier for Armed Forces families to connect with support and feel at home in Wiltshire.

The pages form part of our ongoing commitment to supporting the Armed Forces community and provide a single place for families to find guidance, local information and opportunities to get involved in their communities.

[Full details of the Belong in Wiltshire webpages](#)



You can find recent WPCC newsletters here:

[SENDIS Update - Saturday 12th September 2026](#)

[SENDIS Update - Saturday 5th September 2026](#)

[SENDIS Update - Saturday 29th August 2026](#)

[SENDIS Update - Saturday 22nd August 2026](#)

[SENDIS Update - Saturday 15th August 2026](#)

[SENDIS Update - Saturday 1st August 2026](#)

The Wiltshire Parent Carer Council

National SEND Reforms – The WPCC is Listening

If you're a parent carer in Wiltshire, you may be feeling anxious, confused or uncertain about the proposed National SEND Reforms and what they could mean for your child.

You're not alone. We're hearing those concerns - and we want to hear from you.

At the WPCC, we're parent carers too. We understand how worrying it can feel when changes are being proposed and there are still lots of questions about what they could mean for children and families.

First of all, nothing changes yet.

The reforms are still proposals. Wiltshire Council is beginning to look at what the proposed changes could mean locally and is sharing information with parent carers as things develop.

This is where your voice matters. The WPCC's role is to bring together the collective voice of parent carers across Wiltshire - your experiences, concerns, hopes and priorities.

We want to understand:

- 👉 What are you worried about?
- 👉 What questions do you still have?
- 👉 What do you want to see protected?
- 👉 What could make things better for your child and family?

Please tell us through our dedicated survey.

We know it can be tempting to share individual experiences in the comments, and we absolutely want to hear those experiences. However, using the survey wherever possible will help us identify common themes and make sure the collective voice of parent carers is clearly heard in our conversations with the Local Authority.

If something is worrying you, tell us. If you're hopeful about something, tell us.

If you're simply confused and don't know what to make of it yet, tell us that too.

We're listening - and your voice helps shape what we say on behalf of Wiltshire parent carers.

Please share your views through our survey:

<https://www.surveymonkey.com/.../SEND-Reforms-Feedback...>

The Wiltshire schools offering extra SEND support this year - BBC News

Pupils with special educational needs and disabilities (SEND) will have access to two new specialist centres as the autumn term begins.

Wiltshire Council has expanded its provision for pupils who need extra support, with two new 'resource bases' opened at Kingsbury Green Academy in Calne and Noremarsch Junior School in Royal Wootton Bassett.

A resource base is a specialised classroom or designated area within a mainstream school that provides tailored education for children with additional needs.

There are now 27 primary and six secondary bases in the county as part of the council's £10m SEND investment programme – see list of schools in article by clicking on title link.

Cabinet to consider ambitious SEND Reform Plan for Wiltshire

More children and young people with SEND could benefit from earlier support, improved inclusion and greater access to local provision under Wiltshire Council's new SEND Reform Plan

The three-year plan, which was submitted to the Department for Education (DfE) in June 2026, outlines how Wiltshire will implement national SEND reforms locally, building on existing good work.

The plan sets out a vision for a more inclusive and responsive system in which children and young people receive help earlier, closer to home and through a stronger graduated offer of support, while continuing to provide statutory support where it is needed.

Key priorities include:

- Strengthening inclusion in mainstream schools and settings.
- Providing earlier access to specialist advice and support through a new "Experts at Hand" programme.
- Investing in local specialist provision to enable more children to be educated closer to home.
- Improving partnership working, co-production and data-led decision making across education, health and care services.

Wiltshire has secured £3.354 million of Government funding for 2026/27 to launch the new Experts at Hand programme, which will provide schools with access to specialist expertise including educational psychology, speech and language therapy, occupational therapy and specialist teaching support.

Cllr Jon Hubbard, Cabinet Member for SEND, Education and Skills, said:

"Every child and young person deserves the opportunity to thrive, feel included and receive the support they need at the right time.

This reform plan sets out our commitment to creating a SEND system that is more responsive, more inclusive and focused on helping children and young people achieve their potential as close to home as possible.

We know that too many families have felt they have had to fight to access support. Through stronger inclusion in mainstream schools, earlier access to specialist advice and investment in local provision, we want to build confidence that help will be available sooner and in a way that works for children, families and schools.

This is a significant programme of change, developed with schools, parent carers, children and young people, health partners and other stakeholders. While there are challenges ahead, it provides a clear roadmap for improving outcomes for children and young people with SEND and creating a more sustainable system for the future."

Delivery of the plan is already underway while the council awaits formal DfE approval. Recruitment has begun for specialist staff, governance arrangements have been established, and work is progressing with schools to develop local clusters that will support collaboration, early intervention and access to expertise.

On Wednesday 16 September Cabinet will be asked to endorse the plan, agree delegated arrangements for implementation and receive a further update in November on progress, DfE approval and the High Needs Block financial position.

Explore the topic [Children, families and education news](#)

SEND Reforms

We're continuing to work with families, schools and partners to improve support for children and young people with Special Educational Needs and Disabilities (SEND).

Cllr Jon Hubbard, Cabinet Member for Children's Services, shares progress on SEND reforms, the challenges being faced and the ongoing work to deliver better outcomes for children and families across Wiltshire.

[Jon Hubbard - SEND Reforms](#)

[The Unacceptable Truth: 20 SEND legal rights at risk from the Government's SEND reforms - Special Needs Jungle](#)

. . . and many more articles at [Special Needs Jungle - News, resources & informed opinion about Special Educational Needs](#)

SEND REFORM

Our Consultation Response

SEND reform: putting children and young people first



[Dyscalculia Network](#)

Our apologies for the delay in sharing our SEND Consultation response.

You can read about our key concerns and recommendations here - <https://dyscalculianetwork.com/dyscalculia-network-send.../>

What do you want to see change?



IPSEA - Independent Provider of Special Education Advice

SEND Tribunal pilot for section I only appeals registered from 17 August 2026.

The SEND Tribunal is going to case manage appeals which are only about placement differently.

What you need to know for section I only appeals:

- ◆ Hearing dates will not be included in the initial case directions sent out on registration.
- ◆ After the bundle deadline, the SEND Tribunal will respond to any SEND7 Request for change forms (earlier responses will only be in exceptional circumstances) and consider if the appeal is ready to be heard.
- ◆ If the appeal is ready to be heard, it will be listed for the next available hearing date and/or a JADR hearing.
- ◆ If the appeal is not ready at that point, the SEND Tribunal will set further directions. This may include a revised timetable or action relating to non-compliance.

16,000 children are now educated otherwise than in school.

That is a 38.8% rise in a single year and behind every number is a child whose individual needs cannot be appropriately supported in a school setting.

Families with children on EOTIS packages often face extraordinary challenges - many are living with severe anxiety, complex mental health needs or significant sensory differences.

Every child deserves legal protection, wherever they are educated.

Read the full blog here:

<https://www.ipsea.org.uk/.../the-stories-behind-the-stats...>

You can read more in our article '[IPSEA manifesto for SEND reform](#)' on our website.

IPSEA is calling on ministers to commit to four core principles for SEND reform:

1. Protect legal rights
2. Retain legally enforceable provision
3. Leave no child behind
4. Preserve access to justice

WWW.IPSEA.ORG.UK

IPSEA

Where are specific learning difficulties in the SEND reforms?

with Louise Selby and Janet Goring

The SEND reforms have generated a lot of discussion – but one significant gap has gone largely unnoticed. Where do specific learning difficulties fit in?

Dale is joined by Louise Selby, a dyslexia specialist, and Janet Goring, an SpLD specialist, for a lively and at times eye-opening conversation about what the shift from four broad areas of need to five areas of development could mean for children with SpLD. Click on link above.



We're pleased to announce the theme for Dyslexia Awareness Week 2026 – **Dyslexia in real life: At work**. Running from 5 to 11 October, the week will focus on dyslexic adults and their experiences at work, looking at how recruitment, communication, workplace systems, management and access to adjustments can affect dyslexic employees.

Dyslexia is often associated with school, reading and spelling, but it is lifelong and can affect many aspects of working life, from applying for jobs and managing workloads to developing and progressing in a career. Dyslexic employees bring valuable skills and different ways of thinking to the workplace, but when workplaces are not designed with different ways of thinking in mind, they can create unnecessary barriers to success.

Throughout the week, we will share new research, lived experiences and practical guidance for employers, managers and employees, to help build understanding and encourage workplaces where dyslexic people can thrive.

There will also be resources for schools and educators!

In the meantime, download our education pack to start planning your assembly, or join one of our upcoming webinars, delivered in partnership with organisations that share our drive for a dyslexia-friendly society.

Schools pack

At the heart of the resource is a simple message: we all have different minds and different ways of doing things, and a tool or adjustment is not an unfair advantage. It helps a person take part, learn and show what they can do.

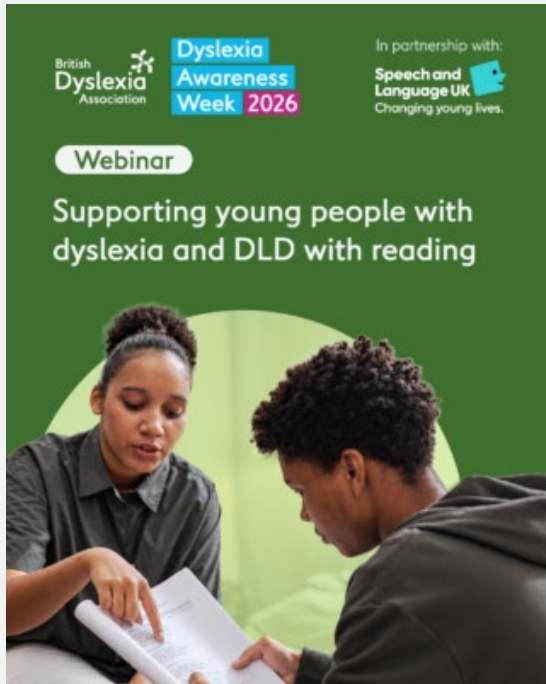
[Download the pack](#)

[Download the PowerPoint presentation](#)

Follow us on social media for more facts, stories, practical tips.



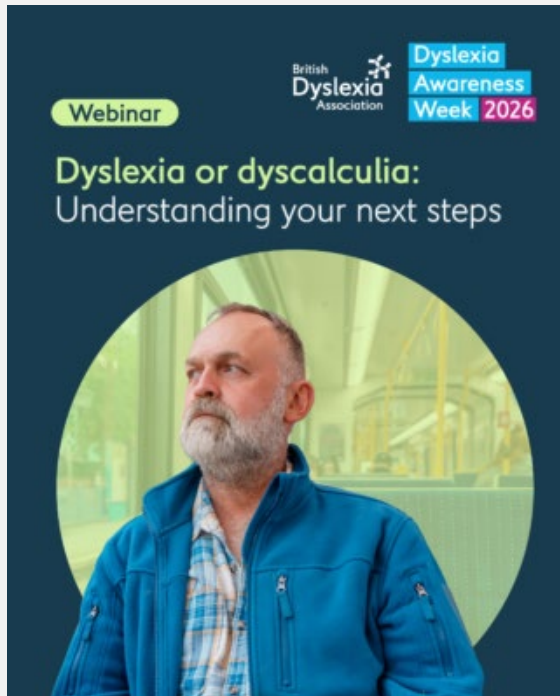
FREE WEBINARS



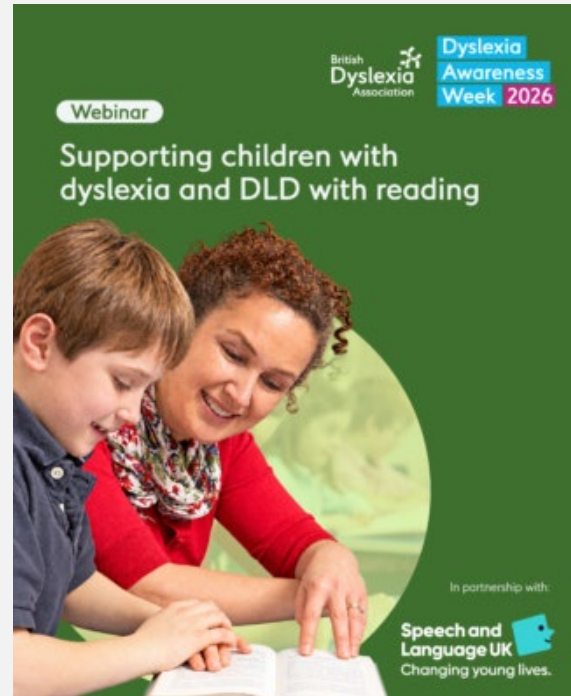
**Reading unlocked: Dyslexia and DLD:
KS3 teachers and school staff**
Monday 5 October, 3.30 – 4.15pm
[Find out more and register FREE here](#)



**Dyslexia at work:
practical tips to help you succeed**
Tuesday 6 October, 1.00 – 2.00pm
[Find out more and register FREE here](#)



**Dyslexia or dyscalculia:
understanding your next steps**
Wednesday, 7 October, 7.00 – 8.00pm
[Find out more and register FREE here](#)



**Reading unlocked: Dyslexia and DLD:
Teaching assistants and reading volunteers**
Thursday 8 October, 3.30 – 4.30pm
[Find out more and register FREE here](#)



Numerous new articles at:

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

APPG for Dyslexia, Autism and ADHD – Joint Meeting

Neurodivergent Young People and Mental Health

The APPGs for Dyslexia, Autism and ADHD held their first joint meeting to explore the relationship between neurodivergence and mental health in children and young people. Chaired by Juliet Campbell MP, the meeting brought together parliamentarians, charities, experts and people with lived experience to consider how better support across education, health and society could improve outcomes.

Opening the meeting, Juliet Campbell MP explained that the three APPGs had come together because of the significant overlap between dyslexia, ADHD and autism. She emphasised that poor mental health should not be seen as an inevitable consequence of neurodivergence, but often results from systems that fail to identify, understand and support children and young people early enough.

Full details at [July 2026 - APPG for Dyslexia, Autism and ADHD](#)

Key conclusions

There was broad consensus that improving outcomes for neurodivergent children and young people requires:

- Earlier identification and intervention.
- Better-informed schools and teachers through improved training and access to specialist expertise.
- Timely access to appropriate mental health and wider support services.
- Greater collaboration across education, health and employment.
- A more joined-up approach to neurodiversity that recognises the overlap between conditions while responding to individual needs.
- Continued involvement of people with lived experience in shaping policy and services.

The meeting concluded with a shared commitment from the three APPGs to continue working collaboratively to influence Government policy and improve outcomes for neurodivergent children and young people.



Reading for Pleasure

This is a House of Commons committee report, with recommendations to government.

The Government had two months to respond.

The BDA were pleased to contribute to this Education Select Committee's consultation and welcome the publication of its report and recommendations.

CEO, Ellen Broome, gave evidence on the importance of reading for pleasure for children with dyslexia, highlighting the barriers many face:

"They have quite a heavy backpack of educational failure, or feelings of failure, embarrassment and stigma around their reading."

Every child deserves the opportunity to discover the joy of reading. We hope these recommendations help drive meaningful change and create more inclusive reading experiences for all.



Does the GCSE system set up students to fail English and maths? | Tes

Another year of declining proportions of resit students achieving a grade 4 in maths and English has resulted in much discussion about whether young people are being set up to fail – and whether a grade 4 really is necessary for future work. Read full article by clicking on the title above.



Together, we're making a difference

Every day, dyslexic people face barriers to education, work and everyday life.

Together with our community, volunteers, supporters and partners, we're creating a more dyslexia-inclusive UK by supporting individuals and families, equipping professionals and influencing the policies and systems that affect millions of dyslexic people.

See our mini-impact report to discover the difference we're making:

<https://loom.ly/rvtcRJM>



Dr Helen Ross • Consultant & Researcher | Expert SEN & Dyslexia Advisor | Expert Witness in SEND and Dyslexia (Tribunal and Court Experience) | Chair & Trustee | Churchill Fellow 2025

I am chuffed to bits that my [Churchill Fellowship](#) report is out:

School & Beyond: Supporting Dyslexic and Neurodivergent Girls' Next Moves

My Fellowship took me across Australia and the USA, where I explored how we can better support dyslexic and neurodivergent girls and young women as they move through education and into further study, training and employment.

The report considers what helps young people to develop the confidence, agency and practical skills they need for these transitions. It also highlights the importance of beginning this work early, listening properly to young people and recognising that successful transitions depend upon the environments around them, not simply upon the individual.

I have drawn together learning for schools, colleges, universities, employers, families and policymakers, with recommendations ranging from changes that can be made immediately to the longer-term structural reform that is still needed.

I am enormously grateful to everyone who shared their knowledge, experiences and time with me. The generosity and honesty of the young people, families, educators, researchers and professionals I met made this work possible.

I would love to hear your thoughts and to connect with others working to improve transitions and opportunities for neurodivergent young people.



Supporting Dyslexic and Neurodivergent Girls' Next Moves - The Churchill Fellowship
churchillfellowship.org



AT Superstore

Dyslexia Support Doesn't Have to Cost the Earth

In our blog, Dyslexia Specialist [Dr Helen Ross](#) breaks down some simple, practical ways to help pupils with reading, writing and organising, without needing a big budget.

She's also put together a free downloadable guide: **"The School's Guide to Dyslexia"** (which you'll find linked in the blog.)



Read the blog and grab your free guide: <https://lnkd.in/dczmW99x>

Dyslexia And Tech In Your Class - Assistive Technology Superstore

BDA Blog: [Common adult dyslexic challenges no one talks about \(from someone who lives them too\)](#) - British Dyslexia Association

BDA Blog - [Functional Skills Qualifications: the route too many parents only hear about after GCSE failure](#) - British Dyslexia Association

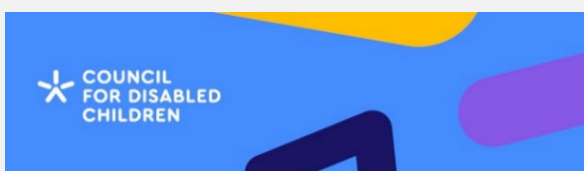


Dyslexic young people say school failed to prepare them for life after education with only half saying that teachers understand dyslexia.

With more than one million young people in the UK currently not in education, employment or training (NEET), new British Dyslexia Association research finds late diagnosis and poor support at school are pushing dyslexic young people out of education, training and work. The report, supported by Ryman, identifies a chain reaction: late or missed diagnosis leads to poor support in school, driving disengagement and lower attainment. This damages confidence, narrows the routes into further education, training and employment, and leaves many young people at greater risk of becoming NEET.

Being NEET describes a young person's current situation in relation to education, employment and training, but not necessarily how they see themselves. Many do not identify as 'NEET', instead seeing themselves as looking for work, between jobs or courses, or working out what they want to do next.

See [BDA new report - Pathway interrupted Report - British Dyslexia Association](#) for video and key findings.



CDC Digest Summer 2026

Welcome to the latest edition of the CDC Digest.

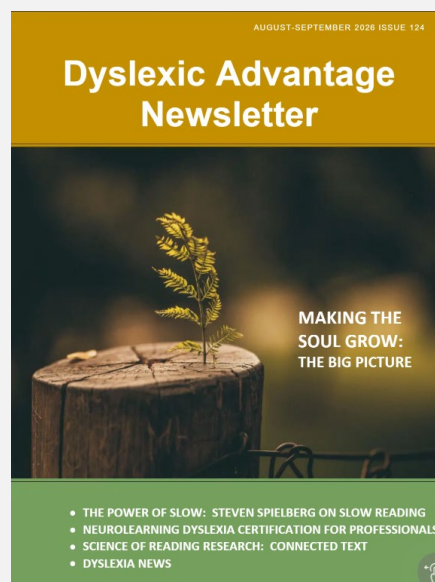
In this Digest we aim to offer a range of articles and resources to keep you up to date with the work of CDC and the sector as a whole. We hope there is plenty for you to read and engage with.

[CLICK HERE TO READ THE DIGEST](#)



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

Inside this edition you'll find inspiring personal stories, expert insights, interviews with members of our community, practical advice, celebrations of your pets ... all created to inform, encourage, and champion our dyspraxic community.



Dyslexic Advantage Newsletter August-September

[August-September 2026 Newsletter](#)



When reading becomes a battle

Rebekah Herbert on the hidden reality of dyslexia, diagnosis and advocacy.

For many parents, reading with their child is imagined as one of childhood's simplest joys. Bedtime stories, trips to the library, watching your child slowly become absorbed in books and imagination. Reading is often associated with comfort, escape, learning and connection. But for some families, reading becomes something different. It becomes frustration, exhaustion, avoidance and sometimes heartbreak.

Read whole article at: [When reading becomes a battle | SEN Magazine](#)

Further articles at [dyslexia | SEN Magazine](#)

Petition to maintain the Disabled Student's Allowance

As many of you are aware the flagship UK assistive technology support which has run for 50 years in the UK - the Disabled Students Allowance - is under threat from a DFE government consultation.

Disabled students should not have to fight for the support they need to access education and reach their potential. But right now, the DSA is under threat from a DFE government consultation.

Please sign the petition [here](#).

The British Assistive Technology Association has created a robust response, which you can dig into [here](#).

[Petition · Don't take away support disabled students rely on at university - United Kingdom · Change.org](#)

👉 Please share to help us make sure the Government hears our message loud and clear.

Dyslexia Awareness Month Is Nearly Here: Learn, Share and Get Involved



Succeed With Dyslexia

October is almost here, and with it comes a brilliant chance to talk, learn, and celebrate together, because it's [Dyslexia Awareness Month](#).

Did you know that up to 1 in 5 people process written information differently?

That's a huge number! Yet even though dyslexia is so common, there are still many myths out there, like the idea that it's just about mixing up letters or that it has something to do with intelligence.

The truth is that dyslexia is a unique way of processing information. It can make reading, writing, spelling, and memory trickier, but it also comes with a unique set of strengths.

During October, the aim is to highlight the challenges while also cheering on inclusion, raising each other up, and shining a light on all the amazing things people with dyslexia can do.

Here's why Dyslexia Awareness Month matters, and how you can get involved.

[Keep reading on LinkedIn](#) for '[Understanding Dyslexia: Beyond the myth](#)' and '[How you can get involved this October](#)'

[Read on LinkedIn](#) to join the conversation.

See also:

[What are the benefits of neurodiversity in the workplace?](#)

[The Perfect Partnership: Why AI Neurodivergent Minds Make Great Collaborators](#)



Prof. Amanda Kirby MBBS MRCGP PhD FCGI FRSA

Neurodiversity 101

"Every week, I translate the latest neurodiversity research into plain language and give practical tips."



Latest newsletter ...



Neurodiversity 101..Everything month..but what are you really going to do?

I know it's not October yet... BUT it's coming soon... and October is full of important awareness events - there is Dyslexia Awareness Month, ADHD Awareness Month, Dyspraxia/DCD Awareness Week, and DLD Awareness Day.

This week I want to discuss if awareness is ever enough.. or could it be too much? Are weeks/months useful or do people become blase and tired of ... another month or week...

This year's City and Guild Neurodiversity Index 2026 challenged that have we done lots of awareness but it has not translated into lasting and embedded actions.

It is interesting in 2022 I wrote about 'are we all a bit ADHD' - neurodiversity-101 - and I was having a conversation with someone recently and they said they were going for a diagnosis of ADHD.

In this month of specific days and weeks we also need to remember... we are hardly likely to ever be 'one thing'!

Take ADHD +++

DSM-5 describes nine inattentive and nine hyperactive–impulsive characteristics. For children aged 16 and under, at least six characteristics from either group are required to meet the symptom threshold. This produces **116,220 possible combinations**. For people aged 17 and over, the threshold is five characteristics, producing **196,608 possible combinations**.

These figures do not represent different “types” of ADHD. They simply demonstrate how differently two people can meet the same diagnostic criteria.

Now add the possibility of dyslexia, autism or developmental coordination disorder (DCD) that commonly co-occur. (See <https://www.linkedin.com/pulse/neurodiversity-101-autism-adhd-why-combo-kirby-mbbs-mrcgp-phd-fcgi-5l1me/>) Dyslexia can affect reading accuracy, fluency, spelling and written expression in different ways. Autism can involve different patterns of social

communication, sensory processing, routines and interests. DCD can affect fine and gross motor coordination, self-care and everyday organisation differently.

If we treated each of these simply as present or absent, there would be eight possible diagnostic combinations for every ADHD symptom profile:

- ADHD alone
- ADHD and dyslexia
- ADHD and autism
- ADHD and DCD
- ADHD with any combination of two
- ADHD with all three

This would create more than **929,000 theoretical profiles in children** and more than **1.5 million in adults**. Even these extraordinary numbers underestimate the real variation. I have not added in any other physical or psychological conditions that also co-occur such as **anxiety**, depression, **EDS**...

Then..... consider age, sex, health, strengths, compensatory strategies, environment, life demands I ***a different thing from doing.***

The evidence suggests that awareness alone is not enough... when we look at the last year's figures... <https://77f20764.flowpaper.com/CityandGuildsFoundationNeurodiversityIndexReport2026/#page=6>

In fact, I think it can sometimes have the opposite effect leading to fatigue, backlash, or even trivialisation. We all know the “information deficit” idea: if people just knew more, they’d do more. Yet research consistently shows that simply increasing knowledge rarely changes behaviour.

Awareness is a start, and I know from running training and awareness-raising sessions that it can spark valuable conversations. It can help organisations demonstrate both internally and externally that they are paying attention.

To create lasting impact, we must go further and embed changes into everyday actions.

True inclusion happens when it is built into everyday systems, not added as an afterthought.

“Inclusion is not a matter of political correctness. It is the key to growth.”

Jesse Jackson

If captions are always on (rather than offered if you ask), everyone benefits. If the lift is working we can all get to the 2nd floor; if we have choices of camera on and off we can all participate...

I recently asked about having cameras on and seeing yourself and if it bothered you.. lots of people said it did... some did not mind.. we need to recognise our differences not by oversimplistic boxing.

Inclusion by default

Learning from health literacy

(<https://www.who.int/news-room/fact-sheets/detail/health-literacy>)

We can learn from each other. Health communication has long recognised that information alone doesn’t change behaviour. The following principles can equally apply to neurodiversity inclusion.



The “5 Rs” model is a helpful reminder:

- **Relevance:** why does this matter to *me*?
- **Risks:** what happens if nothing changes?
- **Rewards:** what benefits will I gain?
- **Roadblocks:** what gets in the way?
- **Repetition:** reinforce the message consistently.

Moving the needle

In this 5th year of the City and Guilds Neurodiversity Index we must be bold enough to say: **awareness is never enough**. Campaigns that simply tell people to “care more” risk fading away or can even create a ‘them and us’ and have a risk of bleaching. Instead, we need actionable steps, strategic messaging, and inclusive design principles that build equity in from the start. It takes courage to keep questioning - to move from slogans to strategy, from weeks of awareness to years of impact.

As we celebrate there are Neurodiversity Awareness Weeks and the October campaigns, let’s keep asking:

How can we not only raise awareness but also change behaviours and actions that have a lasting impact beyond October?

What is your pledge for this year?

Blog author

I remain passionate about making a difference to neuroinclusive practices that are lasting and impactful. My passion comes from professional and personal experiences.

A poster titled "Dyscalculia Research" with a magnifying glass icon. It features a photo of a woman working on a laptop in a classroom setting. The text asks for help in a study about supporting children with dyscalculia. The Dyscalculia Network logo is at the bottom.

Dyscalculia Research

We need your help!

We are inviting educators to take part in a study about supporting children with dyscalculia in the classroom. We will be using the data collected from our online questionnaire to better understand how we can support teachers and teaching assistants.

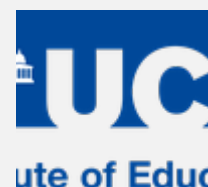
Dyscalculia Network
Unlocking Numbers

Dyscalculia Network

OUR BIGGEST DYSCALCULIA PROJECT SO FAR!

We are delighted to be working alongside UCL University on a NEW questionnaire/study for education staff (from all around the world) about supporting children with dyscalculia.

WE NEED YOUR HELP! Together we can collect the data to help us drive change.



Dyscalculia Network - Teacher Awareness and Teaching Survey

MORE EVENTS & RECORDINGS



FACEBOOK LIVE

Cat Eadle
Co-founder and
Dyscalculia specialist

Jet Lewin
Dyscalculia specialist
assessor and tutor




ALL ABOUT DYSCALCULIA

An honest conversation with dyscalculia specialists on
dyscalculia and maths difficulties

Tuesday | 22nd September 2026 | 7.15 pm BST

Tuesday, 22nd September @ 7.15 pm

[Facebook – Dyscalculia Network](#)

By popular demand our first Facebook LIVE!

Join Cat Eadle and Jet Lewin to chat all things dyscalculia and maths difficulties!

LIVE
WEBINAR



ACCESS ARRANGEMENTS

UPDATES 2026 -27

Wednesday

23rd September

Evening

AT 05:00 PM (BST)



Nick Lait
Head of Examination
Services(JCQ)

educationelephant.ie

REGISTER NOW

Education Elephant

Free Webinar

JCQ Updates 2026–27: What do schools need to know?

The new academic year brings updated guidance around Access Arrangements and Reasonable Adjustments.

Join Nick Lait, Head of Examination Service at JCQ, for a practical session covering what the 2026–27 regulations mean for schools, colleges and professionals involved in Access Arrangements.

We'll explore:

- ✓ Key updates to the 2026–27 Access Arrangements scheme
- ✓ What the latest guidance means for identification and assessment
- ✓ Practical implications for schools and colleges
- ✓ Your opportunity to ask questions directly to Nick Lait
- ✓ From group screening to individual assessment, including how SWIFT and Woodcock-Johnson V can support the assessment pathway

Who should attend?

SENCOs | SEND Leads | Specialist Teachers | Assessors | Learning Support & Inclusion Teams | Exams Officers | School & College Leaders

If you're involved in Access Arrangements, this is a session worth putting in your diary.

👉 Register now: [JCQ Webinar Registration - Education Elephant](#)



As one of the earliest members of the Nessy team, Tom helped design many of the iconic characters children know and love. Now, young artists have the rare chance to grab their pencils and learn to draw directly from one of the creators of the Land of Ness!

Full details at [Nessy Character Draw-Along](#) and link to register.

Tips to Support Dyscalculics within Educational Settings Tickets, Monday, September 28 • 7 PM - 8 PM GMT+1 | Eventbrite

Tips to Support Dyscalculia within Educational Settings



**FREE
webinar with
Dyscalculia
specialist
Roanna
Newton**



Helping educators understand and support dyscalculia through practical strategies, inclusive teaching and reasonable adjustments.

This session will explore practical strategies for supporting learners with dyscalculia within educational settings. Attendees will gain a greater understanding of the common difficulties experienced by students with dyscalculia and how these can affect participation, confidence and attainment in mathematics. Drawing on current research, assessment practice and real-world experience, the session will consider approaches that reduce barriers to learning and promote meaningful mathematical understanding.

Monday 28th September 2026

7 pm - 8 pm BST

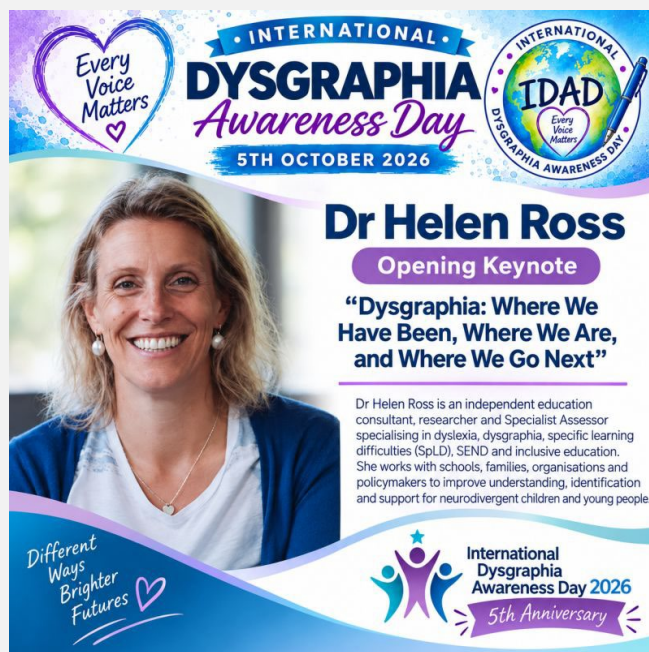
(seven o'clock until eight o'clock in the evening 19:00 - 20:00)
Online and recorded

The presentation will focus on evidence-informed classroom strategies, reasonable adjustments, multi-sensory approaches, the use of visual supports and concrete resources, and

ways to strengthen number sense and mathematical confidence. Attendees will leave with practical ideas that can be implemented immediately to support learners with dyscalculia across primary, secondary and further education settings.

See registration link for further details:

[Tickets, Monday, September 28 • 7 PM - 8 PM Eventbrite](#)



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

Join experts from around the world on Monday 5th October for our **FREE** International Dysgraphia Awareness Day Conference.

Because every child deserves to be understood.

Dysgraphia is a neurological difference that affects handwriting and written expression – not intelligence.

Dysgraphia is NOT laziness, poor teaching, poor parenting or a lack of effort.

We are delighted to welcome Dr Helen Ross as our Opening Keynote for this year's International Dysgraphia Awareness Day. Helen will take us on a journey through dysgraphia - where we have been, where we are, and where we go next.

🇬🇧 Book your **FREE** place at: [**\(IDAD\) Tickets**](#)

Speakers will also include:

Diane Devenyi, LLB, MEd – Chief Genius Whisperer

"Unlocking Hidden Genius in Writing: Stories of Hope and Breakthroughs in Dysgraphia"

Olive Hickmott - Forensic Health and Learning Coach

"Empowering Visual Thinkers Succeeding in Early Years"

Mary Mountstephen

"Understanding the Role of Primitive Reflexes in Early Observation, Screening and Intervention: An Inclusive Whole Class Approach"

Julia Clouter will explore practical ways to support children with dysgraphia through mark-making opportunities, handwriting development, assistive technology and inclusive learning approaches.

For more detailed speaker information, please see posts at [Maria Chivers | LinkedIn](#)

FREE expert panel conversation
“Dyslexia and Neurodiversity for Adults and their Families”

The session will be broadcast live on Teams on
Thursday, 8th October 2026, 7pm – 8.30pm

The Adult Dyslexia Centre (ADC) are proud to invite you to come join us for an inspiring conversation about the importance of community (now more than ever), radical optimism and compassion in a safe neuroinclusive space.

The evening will be hosted by **Donna Stevenson, Arran Smith and Steve Parke.**

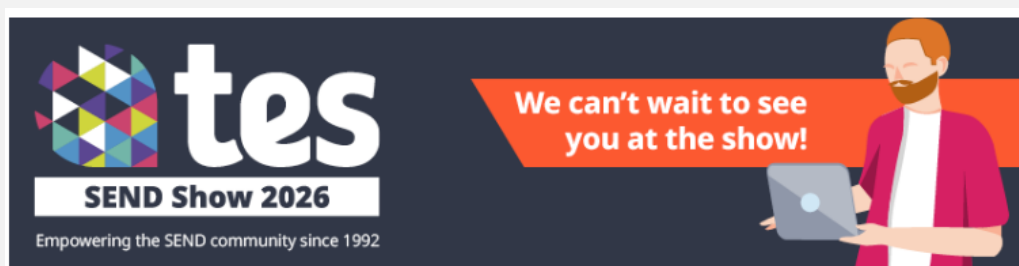
Our hosts will be joined by expert guests, **Sue Flohr MBE, Nick Jaye, Eric Cheung, Dr Martin Bloomfield, Rob Senior** and more to be announced! Come take listen and ask questions, share thoughts with our esteemed and well-respected members of the neurodivergent community. We hope the conversation and wisdom-shares will inspire and inform. Our conversation is a supportive, safe-space, you can join and just take a listen – no pressure to participate 😊

How can I Join? Here is the link to join us on Teams: [Join the Conversation: Click here](#)

****Please be advised** we will record the session for those who can't make our broadcast live, so by joining us on the evening you are agreeing to the recording. (Please do keep your camera switched off and remain on mute, unless you wish to ask a question or share thoughts)

Our conversation will explore Dyslexia and Neurodiversity for Adults and their Families.

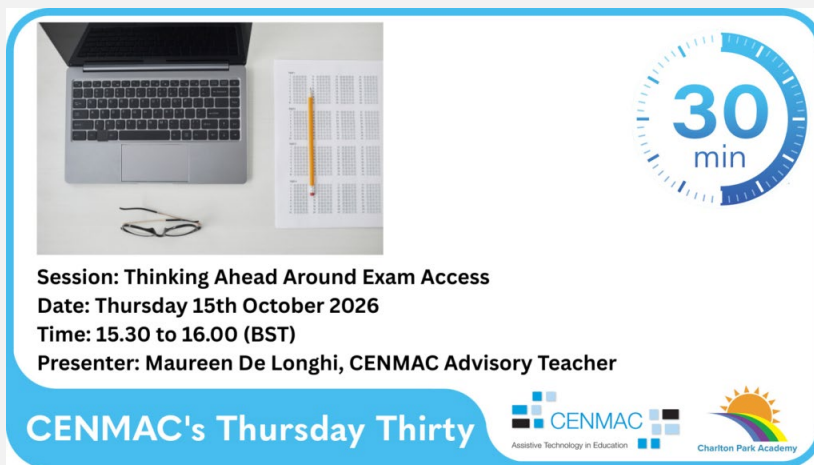
To find out more about the Adult Dyslexia Centre visit our website: www.adc.org.uk



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

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

Welcome | Tes SEND Show 2026



Session: Thinking Ahead Around Exam Access
Date: Thursday 15th October 2026
Time: 15.30 to 16.00 (BST)
Presenter: Maureen De Longhi, CENMAC Advisory Teacher

CENMAC's Thursday Thirty

CENMAC
 Assistive Technology in Education

Charlton Park Academy

Thinking Ahead Around Exam Access

CENMAC Advisory Teacher Maureen De Longhi provides useful information about organising access arrangements for the 2027 SATs, Key Stage 2 tests and the GCSE exams.

During exams, organising access arrangements can be difficult. Throw Assistive Technology into the mix and there is the potential for some students to miss out on arrangements that may better support their needs, because their teachers are either unaware of what assistive technologies are available or unsure of whether they would contravene the rules.

Schools may wish to consider the use of technology to a much greater extent than they do currently. Assistive Technology not only allows candidates to work more independently and is a far better preparation for further and higher education and the world of employment but is also a far more cost-effective way of supporting their SEND students through the exam period.

[> Reserve your place](#)

We hope you will join us for our [Thursday Thirty online sessions](#) that take place throughout the term on Thursday afternoons from 15.30 to 16.00.

We've got some great sessions coming up including:

Inspiration 12 for Exam Arrangements

Presenter: Donald Macfie, Customer Relationship Associate, TechEdology

Date: Thursday 1st October 2026

Time: 15.30 to 16.00 (BST)

About this session: Discover how students who use Inspiration 12 for their normal way of working, planning and writing, can seamlessly transition this familiar workflow into JCQ-regulated exams.

EARLY BIRD
SPECIAL

Early bird ends
31st August



NEURODIVERSITY CONFERENCE

23 October 2026, 9.00am–4.30pm

St Mary's University, Twickenham
NEAREST STATION
STRAWBERRY HILL

A practical, inspiring day
exploring dyslexia, dyscalculia,
ADHD and inclusive education.

2 hours SASC-authorised CPD

Lunch, refreshments, demos
and exhibitors included.

Early-bird tickets available*
Schools can be invoiced.

ST MARY'S UNIVERSITY, TWICKENHAM, LONDON



OPENED BY DR GAVIN
REID



St Mary's
University,
Twickenham
London

Join us on the beautiful campus of St Mary's University,
Twickenham, London for a day of expert insights,
practical strategies and meaningful connections.



Keynote
Professor
Amanda
Kirby



Colin Foley
Keynote



Lia
Castiglione



Lis Herbert &
Helen Williams
UCL Centre for Inclusive Education



Dr Helen
Ross



Rebecca
Thompson

PLUS EXHIBITORS, AND LIVE DEMOS



BOOK YOUR PLACE



Neurodiversity Conference at St Mary's University, Twickenham
Tickets, Friday 23 October • 9 AM - 4 PM | Eventbrite

Add code 'PDOffer' at checkout for 25% discount!

We can invoice schools and individuals directly, which avoids Eventbrite fees.
Join us for a day of amazing speakers discussing dyslexia, dyscalculia and ADHD.
It's a fantastic opportunity to connect, learn, and celebrate the unique ways our brains work.
Whether you're curious, passionate, or just want to meet like-minded colleagues,
this conference is for you.

Expect engaging talks, interactive sessions, and a welcoming vibe.
Don't miss out on this chance to be part of an inspiring community!

AGENDA

08.30 – 08.55	Registration	
08.55 – 09.10	Welcome from Katrina Cochrane Opening of conference by Dr Gavin Reid	
09:10 - 10:00	Colin Foley (Neurodiversity Training UK)	Supporting learners with ADHD in the classroom and beyond
10:00 - 11:00	Professor Amanda Kirby (Founder and CEO Do-It Solutions)	Why the future is delivering personalised approaches - what stops that happening?
11:00 - 11:15	Break and exhibitors	
11:15 - 12:00	Elisabeth Herbert and Helen Williams (UCL) 1-hour SASC accredited	Exploring variations in the cognitive profiles of children and young people with dyscalculia and learning from their voices.
12.00 - 12.45	Dr Helen Ross	Supporting our Girls from School and Beyond: Evidence-based, practical strategies to support neurodivergent young women thrive - drawing on Dr Ross's Churchill Fellowship research.
12:45 - 13:45	LUNCH in the Junior Common Room and demos.	
13:15 - 01:35	Davey Jones	Ayoo mind mapping demo in the Ballroom.
13:45 - 02:45	Lia Castiglione (EAA update) 1-hour SASC accredited	Extra Time in Exams: Getting the Evidence Right (Available as a recording)
14:45 - 15:00	Break and exhibitors	
15:00 - 16:00	Rebecca Thompson	The use of informal activities in SpLD/Dyscalculia assessment

Exhibitors will include [Helen Arkell Dyslexia Charity](#) and the [Adult Dyslexia Centre](#).

Demos taking place in the Billiard Room (apart from Ayoo).

Free to attend but must be booked in advance.

Everyway / SEN Books / Jelly James / Ayoo / Everybody Reads / Study Cog



[We Love SENCos Birmingham 2026: Building Better SEND Support Tickets, Tuesday, November 17 • 8:30 AM - 5 PM | Eventbrite](#)

In this episode, Liz Horobin and Sarah Reay are joined by Holly Bolt, Gemma Chapple and Catherine Tinkler to explore the joys and challenges of the long summer holidays for families of neurodivergent and SEND children.

The discussion covers the need for rest and recovery, the impact of disrupted routines, sensory pressures, screen time, working-parent dilemmas, financial pressures, and the importance of realistic expectations. The guests share practical, low-pressure ideas for keeping children regulated and engaged, from loose daily structure and "could-do" lists to free activities, Blue Peter badges, short learning bursts and building-in downtime.

Above all, the episode reassures parents that there is no perfect summer - connection, flexibility, and being "good enough" are what matter most.

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



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

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

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

Lost for Words? Supporting neurodivergent learners in writing - Louise Selby Dyslexia Specialist

Brand New Course!

I am beyond excited that the course I have been working on for months, if not years, is finally ready for booking! I'm absolutely delighted to say that I have two guest trainers as well: Ali Neale of School Sensory Solutions and Stephen Parsons, creator of Word Aware and Concept Cat.

This course is for anyone wishing to support writing for those who struggle. We'll take a fresh, holistic and evidence-informed view of what is really involved in writing, what the barriers are for our neurodivergent writers, and crucially, how to help. Each session explores a different theme and we go way beyond capital letters and full stops!

We'll cover:

- Beneath the empty page: understanding and identifying the real barriers to writing
- Developing language for writing (Stephen Parsons)
- The role of planning, self-regulation and metacognition
- When handwriting doesn't feel right: sensory, motor and handwriting (Ali Neale)
- Supporting spelling
- The secret life of sentences

Sessions will be live via Zoom but recorded with lifetime access. Cost is £150 for all six, or £35 per session. Book the whole course or select the sessions you want to attend. I hope you can join us!



Free SSENS training offer

Please see our [RightChoice page](#) for our online twilight training sessions, which are free to all Wiltshire schools. Topics include ADHD, dyscalculia, supporting writing and dyslexia. When booking, please ensure you check out your places and book for each participant attending from your school.

We also have a number of recorded sessions that you can watch at any time.

Current topics include:

- Assistive technology skills toolbox
- Precision teaching
- Paired reading
- Masking in autism and beyond
- School's Early Assessment Materials (SEAM)

Funding from the WDA is enabling SSENS to run another free dyslexia training day for teachers and TAs on Friday 2nd October in Devizes.

Details listed on page 1 of this newsletter and at [Dyslexia and Literacy Difficulties](#).

nasen Launches FREE Early Years SEND training

[Explore the training](#)

Call for Papers: Professional Learning in Inclusive Education Conference

[More information](#)

24 September, 4pm - 5pm

Why Is Learning So Hard?

What Brain Science Tells Us, and How We Can Help Every Child Learn

By examining how skills are built over time, the session will offer a framework for thinking differently about difficulty, progress, and what may be possible for a given learner.

Suitable for: A parent/carer, Administration Staff, Assistant Head Teacher, Consultant, Deputy Head Teacher, Early Years Practitioner, Inclusion Manager/Leader, Newly Qualified Teacher, SENCO, Student, Support staff, Teacher, Young person, Other.

[Book your place](#)

6 October 2026

Everway Unlocked

Whether you're a classroom teacher, SENDCo, senior leader or support professional, Everway Unlocked is for anyone looking to use technology more purposefully to improve learner outcomes.

[Save your spot](#)

9 - 10 October 2026

Tes SEND Show: Business Design Centre, London

Tes SEND Show London is on a mission to empower the education workforce by providing affordable, practical and effective SEND CPD. Join colleagues and friends for two days of inclusive brilliance and networking to revive your very best inclusive practice. nasen will be attending and we hope to see you there!

[Book your place](#)

19 October, 1.45pm - 2.45pm

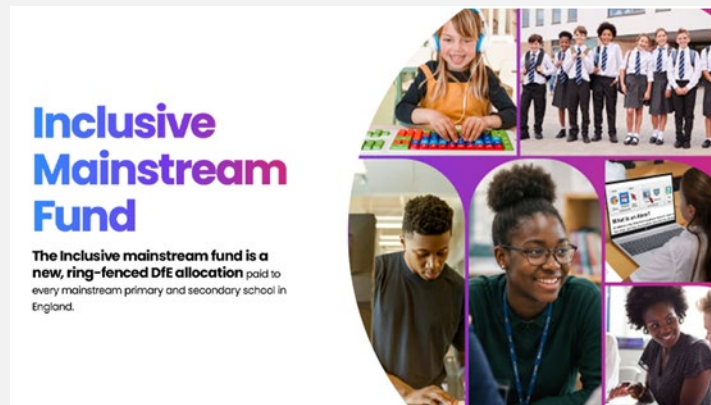
SEND System Leaders Webinar

Session 1 of 3: Leadership and Culture

This is the first of three sessions. You must book on all three sessions to participate. The opening session explores what it takes to build and sustain an inclusive culture across a group of schools, rather than in a single setting.

Suitable for: Senior Leader, Inclusion Manager/Leader, Governor.

[Register for free](#)



Get your Inclusion Strategy Statement over the line

Every mainstream school in England has to publish an [Inclusion Strategy Statement by 31 December 2026](#), showing how your Inclusive Mainstream Fund allocation was spent against the DfE's 7 principles.

We're offering your school a **free 121 consultation** to help with this: [Book your consultation here](#)



If you're a parent, chances are dyslexia has touched your life somehow - your own child, a niece, a friend's son who "just won't sit still and read." If it's your child, you'll know how hard it can be to get the right support and how isolating it can feel.

We've teamed up with [Jo Dyslexic life with Jo Rees](#), specialist dyslexia assessor and teacher, and mum to three dyslexic children herself, to bring you a brand-new blog series on supporting your child through dyslexia:



[How To Advocate For Your Dyslexic Child At School Without Damaging The Relationship](#)

[How To Talk To Your Child's School About Dyslexia: A Step-by-Step Guide For Parents](#)

[How To Support A Dyslexic Child At Home: What Actually Works \(From A Mum Who Knows\)](#)

See also: [8 Signs Of Dyslexia Parents Notice Before School - A Dyslexia Assessor's Guide](#)



[Katrina Cochrane](#) - Director and Founder

I've had a facelift! Well, my brand has!
Different look, same trusted service supporting those with dyslexia
through training and assessment.

Check out my new website at www.positivedyslexia.co.uk
- thank you to all at [Unbranded Digital](#)

Scanning Pens

!! We're making history !!

Exam Reader 2 is now the world's FIRST offline reading pen with Welsh text-to-speech functionality!



Designed to support independent reading and exam access, C-Pen's latest innovation gives schools and educators another powerful tool to support bilingual learners across Wales.

- ✓ Offline for secure exam use
- ✓ Portable and easy to use
- ✓ Trusted in schools worldwide

Also . . .

In recent weeks we've added two new things to our website to improve customer support and [#Accessibility](#).

Firstly Sienna (the person shaped symbol in a circle bottom left) - a lightweight free accessibility  widget that helps make websites more usable for everyone - including users with visual impairments, dyslexia, and other accessibility needs.

Thanks to [Benny Luk](#) and the Sienna team for this and [Mary Long](#) at [CENMAC](#) for her recommendation. In the image I have turned on weblinks being highlighted with blue boxes and made the webpage High Saturation.

Secondly, we have launched a new support assistant called Penny - incorporating a mix of AI and human support (Penny is the Robot graphic on the bottom right).



Education
Endowment
Foundation

The Education Endowment Foundation guide into inclusive teaching

The Education Endowment Foundation (EEF) has released new guidance on inclusive teaching. The framework details the core principles of an inclusive classroom, covering universal approaches, adaptations, additional support and positive relationships.

It includes scenario-based training resources and a section that busts common myths about inclusive teaching.

[More information](#)

Back to school hub

The start of a new school year should be a time of excitement. Yet for many families of children and young people with SEND, it can also be a stressful period as many continue to face challenges in accessing the education their child is legally entitled to.

That's why we've brought together information, advice and practical resources to help parents and carers of children and young people with SEND at this key point in the year.

[Back to school hub](#)

Louise Selby Dyslexia

There are 2 children in every class with DLD (Developmental Language Disorder). But it's hidden, misunderstood and vastly under-recognised. This film shows why. Please watch and share.



[youtube.com](https://www.youtube.com/watch?v=2in30)

[Darcie's story - a video about Developmental Language Disorder \(DLD\) #2in30](https://www.youtube.com/watch?v=2in30)

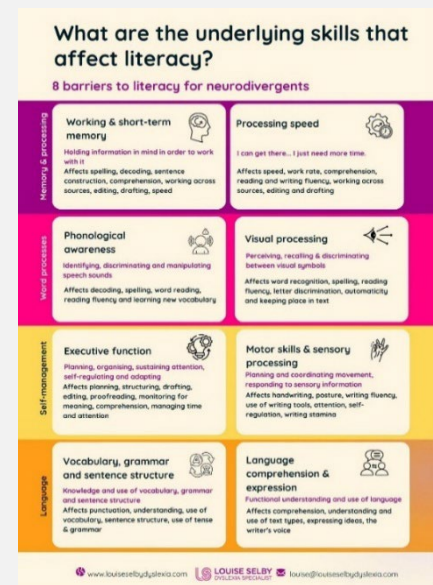
FREE resource available for download:

Literacy is so much more than phonics and spelling. It's really important to understand underlying barriers in order to meet them.

PDF is available via the following link. Feel free to share!

Download at:

[Barriers to literacy for neurodivergent learners - Louise Selby Dyslexia Specialist](#)

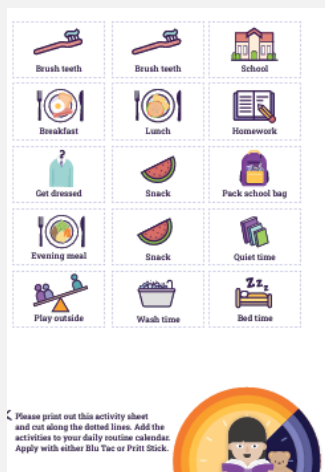


Michael Rosen • Professor at Goldsmiths, University of London

There are now 11 poetry 'Rhyme Time' videos up on our YouTube Channel.

They are meant for under-fives so that you can learn them together.

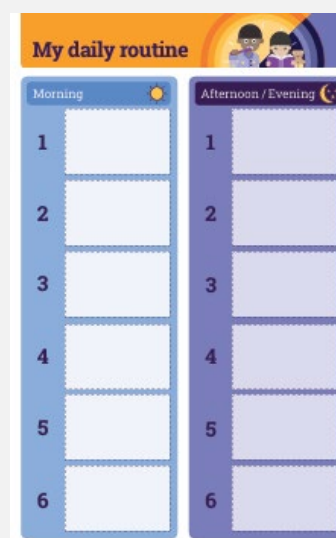
Learning short poems is a great way for young children to make the bridge between oral and written: <https://lnkd.in/ehTbPUxP>



Day To Day Support Pack - Witherslack Group

My Daily Routine Day To Day 2025.pdf

Our daily routine calendar can help families prepare their child for the day ahead.



Calibre Audio - free books

Calibre Audio is a national charity providing free audiobooks for people with print disabilities. Through Calibre Learning, schools can access thousands of curriculum-linked and reading for pleasure titles, helping students with conditions like dyslexia and ADHD to enjoy reading and learning.

Free school accounts make it easy to support inclusive literacy for all.

Please contact learning@calibre.org.uk for further information.

[Find out more about Calibre Audio](#)

[Find out more about what's on offer](#)

The SEN Practitioner: Status, Skills and Support

A Routledge book edited by Tristan Middleton.

The SEN Practitioner is a landmark exploration of the roles, skills and lived experiences that shape inclusive education today. Bringing together voices from across the SEN workforce, it offers a rare, practitioner-centred perspective on what effective, sustainable inclusion really looks like.

This book is essential reading for:

- SENCoS seeking clarity and strategic insight
- Trainee teachers building confidence in SEND practice
- School and MAT leaders designing whole-school inclusion
- Neurodivergent educators whose lived experience is often overlooked



More book details and links to podcasts at:

[The SEN Practitioner | Essential Reading for SENCoS, Trainee Teachers & School Leaders](#)

NEW Activity Plans from...

FLEXITABLE™

Ideal for:

Teachers, SENCOs & Parents (Home Schooling)

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Multiplication & Division



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Addition & Subtraction



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Fraction, Percentages & Decimals



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100 Number Square



18 pages of Activity Plans for each grid

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

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

LAUNCH OFFER: 20% off all orders

Use code **PROMO20** at checkout

Discount excludes postage and VAT

www.flexitable.co.uk

Flexibles are a multisensory set of number charts printed on soft flexible PVC which can be folded to aid learning. Read more details [here](#).

Click on [Numeracy Charts and Math Manipulatives for Teaching and Special Needs Tutoring](#) and then on the images for the various Activity Plans for more information and to download a **FREE PDF of Activity 1** for the relevant grid.

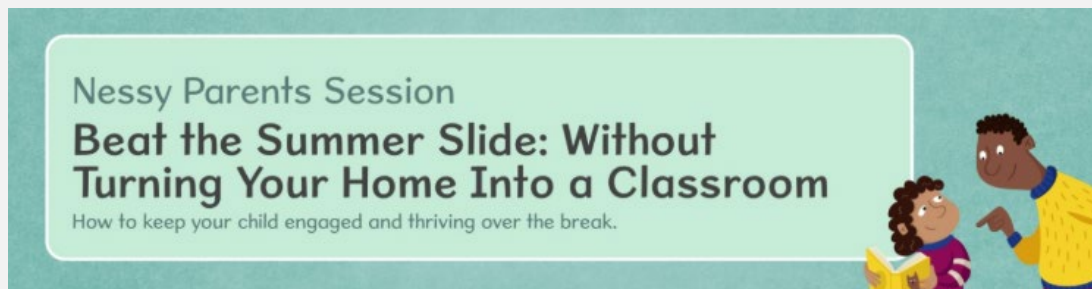
Each set of plans conform to the 2023-2024 **Curriculum Framework Mapping**.

Download the plans for each grid using the **QR code** supplied with every order.

LAUNCH OFFER: 20% off all orders

Use code **PROMO20** at checkout

(Discount excludes postage and VAT)



[Nessy Slides](#) shared following the above free virtual workshop when families were able to explore simple ways to encourage reading, writing, language, and independence without turning summer into school.

‘Go All In’ with our Reading Tips!

This year is the [National Year of Reading](#).

To help encourage a love of reading, Helen Arkell is pleased to share our top reading tips.

For children with dyslexia, building confidence is just as important as building skills.

Whether you're practising phonics, reading together, exploring graphic novels, listening to audiobooks, or using assistive technology, you're helping your child develop a positive relationship with reading.



Not every child learns to read in the same way – and that's okay.

If reading feels hard, try a different approach. Audiobooks, graphic novels, or reading together all count as reading and can help build confidence.

Remember...

Children who struggle with reading often work much harder than we realise.

Reading can be:

- More effortful
- More tiring
- More frustrating

A little patience goes a long way.

Encourage, Don't Pressure

The goal isn't just to create good readers... It's to create children who enjoy stories. A love of books often comes before confident reading.

This Summer we will share useful tips to help your child keep their interest alive. Week-by-week we will share some simple strategies that encourage reading before the new term begins.

Wishing all our families a happy, relaxing summer filled with stories, laughter, and plenty of opportunities to discover the joy of reading!



We're excited to introduce [IDL Phonics](#), our brand-new phonics programme.

Designed for pupils aged 4+, IDL Phonics is a powerful independent learning tool that helps children become confident, fluent readers through engaging, structured and multi-sensory learning.

There are over 200 objectives and 14,000 interactive activities, covering all 44 phonemes in English, including alternative spellings, common exception words and high-frequency words. Teachers can also use individual activities to support front-of-class teaching.

To help you track progress, IDL Phonics includes our new ACE Results system which provides clear insights into how pupils are progressing, from knowledge of individual sounds and words, through to wider phonics skills like blending and segmenting.

Be among the first to experience IDL Phonics in your classroom!

Start the year strong with IDL Phonics!

FREE GUIDE

Your guide to supporting dyslexia

Around 10% of people worldwide have dyslexia. It's one of the most common learning differences teachers see in the classroom.

What to expect in your download

- ✓ How to spot the signs of dyslexia, identify barriers to learning and provide support earlier
- ✓ Evidence based strategies for strengthening reading, writing and literacy outcomes across the classroom
- ✓ How to provide flexible support and use assistive technology to improve participation, confidence and independence

✓

BONUS Free checklist to help you plan dyslexia-friendly lessons

Supporting dyslexia

An educator's guide to literacy support for students with dyslexia.

This guide is for educators who want to do even more to support students with dyslexia in education.

It features case studies, resources, and organisations who'll support and inspire you on your journey.



[A Guide To Dyslexia In Education | Everway UK](#)



[A Better Way To Shop Assistive Technology - Assistive Technology Superstore](#)

5 Assistive Technology Solutions to Consider

1. Support Reading with Text-to-Speech

For students with dyslexia, visual impairments or reading difficulties, text-to-speech technology can transform access to learning materials. Whether reading worksheets, digital documents or web pages, these tools reduce reading fatigue and improve comprehension.

[Browse Text-to-speech](#)

2. Make Writing Easier with Speech-to-Text

Some students have brilliant ideas but struggle to get them onto paper. Speech recognition software allows students to dictate their work, helping those with dyslexia, dyspraxia, physical disabilities or literacy challenges express themselves more independently.

[Browse Speech-to-text](#)

3. Encourage Focus with Sensory & Regulation Tools

Remaining focused throughout the school day can be challenging for many learners. Sensory products can help students self-regulate, manage anxiety and maintain concentration in the classroom without disrupting learning.

[Browse Sensory](#)

4. Improve Communication with AAC Solutions

Every student deserves a voice. Augmentative and Alternative Communication (AAC) devices and communication software help non-speaking or minimally speaking students communicate more effectively with teachers, peers and family members.

[Browse AAC](#)

5. Create an Accessible Learning Environment

Small adjustments often have the biggest impact. From alternative keyboards and adaptive mice to switches, mounting systems and accessibility accessories, creating an inclusive workspace helps remove barriers before they become obstacles.

[Shop All Categories](#)

See also:

[Avoid The Guesswork: How To Pick The Right Assistive Tech - Assistive Technology Superstore](#)



In case this is useful for the half term holiday!

Patoss provided a list of some of the best websites for free resources, activities and inspiration to help keep the whole family busy, happy and having fun, over the summer holiday!

[Click here](#) to view their activities list!

QUESTIONS TO ASK THE SENCO THIS SEPTEMBER



- Is my child currently receiving SEN Support?
- What needs and barriers have been identified?
- Is this recorded in a written support plan?
- How often is each intervention provided?
- When will the support be reviewed?
- How will I be involved in the review?



Ask for a copy of your child's current SEN Support Plan, IEP or Learning Plan.



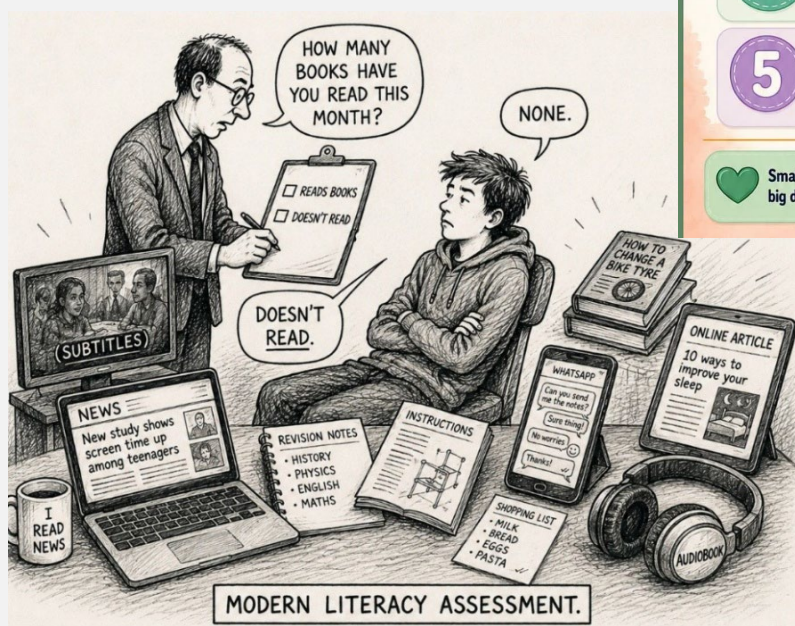
DYSLEXIA



HAS NOTHING TO DO
WITH VISION.



Dyslexia is a language-based learning difference. It affects how the brain processes sounds, words and letters—not how the eyes see.



MODERN LITERACY ASSESSMENT.

"Allowing a student with a hidden disability (ADHD, anxiety, dyslexia) to struggle academically or socially when all that is needed for success are appropriate accommodations and explicit instruction is no different than failing to provide a ramp for a person in a wheelchair."

Joe Becigneul



Dyslexia Working Memory Help

5 Strategies That Make Daily Life Easier

Try #2 today — takes 30 seconds

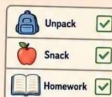
1



Give ONE instruction at a time — always

Multi-step = brain overload. One step, then the next

2



Use Visual Checklists for Every Routine

Pictures replace verbal reminders — completely

3



Ask Them to Repeat Back What You Said

Not testing — just helping brain lock in the instruction

4



Use Visual Timers Not Countdowns

Seeing time pass is easier than understanding 'five minutes'

5



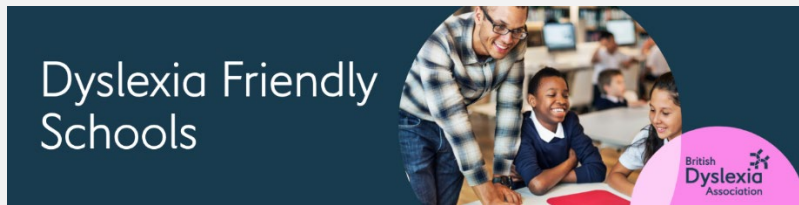
Create a Left/Right Anchor Together

'Writing hand is right' — one anchor they'll remember

Small shifts — big difference daily

Smarty Pencils

Save + try today!



Start Your Dyslexia-Friendly Journey with the BDA and support dyslexic learners to thrive.

On average, **three children in every classroom are dyslexic**. Are you confident you can identify them and give them what they need to reach their full potential?

Whatever stage your setting is at, the British Dyslexia Association is here to help you build knowledge, strengthen inclusive practice, and transform outcomes for dyslexic learners. Best of all, you don't need to overhaul everything overnight. Our services are designed so you can **start small and grow at your own pace**, from free downloadable guides right through to a whole-school accreditation that puts inclusion at the heart of everything you do.

Get started, for free

No commitment, no cost, no reason to wait. Our **free resources** give you practical, evidence-based guidance tailored to your setting: primary, secondary, further or higher education. It's the perfect first step towards recognising dyslexia and responding with confidence.

Explore resources

Build your team's confidence with bespoke training

Our specialist trainers bring engaging, practical sessions straight to your staff, online or in person. It's tailored support that turns awareness into every day, effective practice.

Find out more

Learn at your own pace with e-learning.

Flexible, self-directed CPD that fits around your school day.

Understanding hidden difficulties: creating accessible learning

> [Primary](#) | > [Secondary](#)

Creating accessible classroom spaces and assistive technology

> [Primary](#) | > [Secondary](#)

View all educator courses

Take a whole-school approach

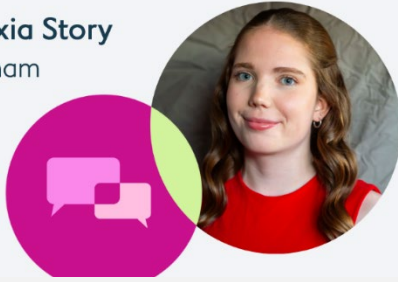
When you're ready to make dyslexia inclusion part of your school's identity, our **Dyslexia Friendly Quality Mark** offers a structured, whole-school framework, with our team supporting you at every stage. It's a powerful way to strengthen staff understanding, improve provision, and show families, inspectors, and your wider community that inclusion isn't just a value here, it's a practice.

Discover more

DYSLEXIA STORIES

My Dyslexia Story

Grace Barham



"You can achieve anything you put your mind to; it just might take a bit more time and effort to do so."

Grace's story shows that dyslexia is about much more than reading and writing.

Diagnosed at university, she experienced challenges with memory, processing and spatial awareness. With the right support, her confidence and wellbeing improved. Today, she's raising awareness of the practical side of dyslexia.

[Read more](#)

Read more stories at: [Your Stories - British Dyslexia Association](#)
[Share your dyslexia story here](#)

Nic Hopper - Co-founder of Bookbag | Business Owner at Bay Health and Beauty



Yesterday Rosie stood in front of her entire school to receive an award for the way she has raised awareness of dyslexia and helped her classmates understand it.

Not long ago, dyslexia was something Rosie quietly worried might hold her back. Today it's something she talks about with confidence and uses to help other children understand that thinking differently is something to celebrate.

In return I think it's important to applaud those who've helped Rosie grow. To Rosie's infant school, [QUEEN'S PARK INFANT ACADEMY](#) thank you for spotting her dyslexia early; it meant Rosie was understood, not overlooked. And to Queen's Park Academy, her school today thank you for the support, patience and belief that have helped her flourish.

Her teacher recognised her as a determined, enthusiastic learner with outstanding resilience - someone who never gives up - and called her a role model for others. And her grades have gone from strength to strength.

I also don't think this happens without the relentless advocacy of [Made By Dyslexia](#) and [Kate Griggs](#), and the simple, powerful message that dyslexic thinking is a strength. Having briefly met and chatted Kate at the Made By Dyslexia film premiere at the IMAX, I saw first-hand the impression that message leaves on a child.

Early identification, a school that supports, and a movement that reframes dyslexia as a strength - that's the combination that let Rosie go from worried to leading. To every parent on this journey: those pieces matter, and they add up.

So proud of you, Rosie. ❤️

DYSLEXIA ISN'T A DISABILITY. IT'S A DIFFERENT WAY OF THINKING.



A groundbreaking study from the [University of Cambridge](#) reveals that dyslexic brains bring powerful strengths that help drive **innovation** and **progress**.

Human survival relies on a balance of different mental skills.



1. EXPLORATIVE BIAS

People with dyslexia often show a strong drive to discover, invent, and create. They tend to look at the big picture and think long-term.

Big ideas start with curious minds!



2. COGNITIVE TRADE-OFF

The brain has a limited capacity. To adapt, different people specialize in different mental tasks. While some people focus on using known facts, dyslexic brains specialize in exploring new possibilities.

Less focus on facts. More focus on what's next!



3. WORKING TOGETHER

Human success as a species comes from collaboration. When people with exploitative skills and people with explorative skills work as a team, society adapts better to change.

Different minds. Stronger future.

DYSLEXIC MINDS DON'T THINK LESS—THEY THINK DIFFERENTLY. AND THE WORLD NEEDS THAT.



LET'S CELEBRATE **DIFFERENT**.
BECAUSE DIFFERENT DRIVES PROGRESS.



Different isn't less. It's limitless.



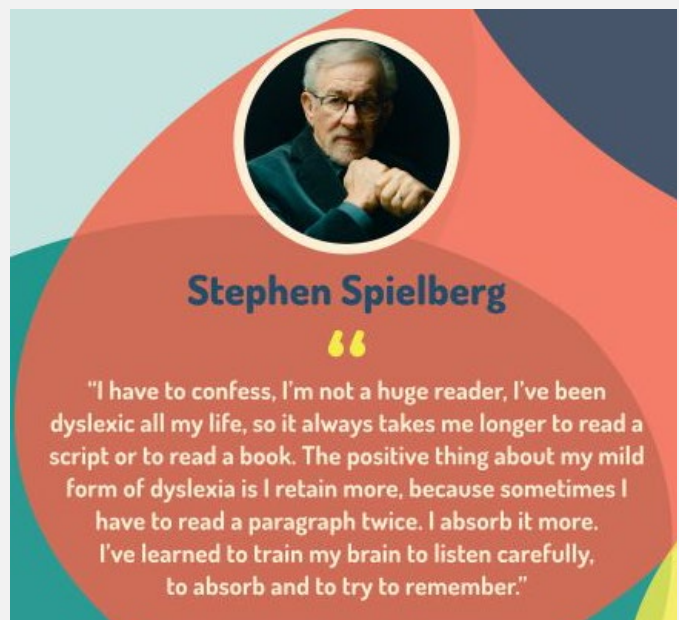
Geography



THE CAMBRIDGE STUDY

Taylor, H. & Vestergaard, M. (2022).

The cognitive basis of dyslexic strengths and their role in human diversity.
University of Cambridge.



When it comes to unlocking peak performance, sports psychologist, Steve Peters, says:

"As many as 90% of elite sports people will say that mental attitude and ability to deal with emotions and thoughts are critical to a successful performance."

Self-belief is central to winning - whether it's on the pitch, in the classroom or at work.

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

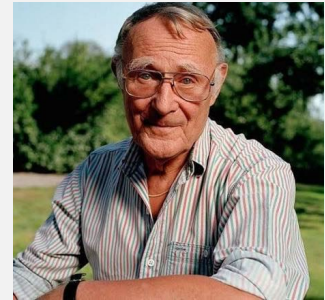


Great Dyslexic Brands

From brands that revolutionised how we stay connected ([Apple](#)), to how we live our lives ([IKEA](#)) or travel the world ([Virgin](#)) - many of the world's favourite brands have come from the mind of a brilliant dyslexic thinker who...

- break the mould
- challenge convention
- connect ideas in unexpected ways
- imagine possibilities others don't

Ingvar Kamprad (Founder of IKEA)



- 👉 Ingvar Kamprad, used his Dyslexic Thinking to turn traditional retail upside down.
- 👉 Instead of shipping fully assembled, expensive furniture, IKEA invented flat-pack packaging and used warehouses as shops, where customers served themselves and built the furniture at home.
- 👉 Assembly instructions were all pictures, no words - for a dyslexic who saw the world in a visually, that made perfect sense!
- 👉 It also became a unique part of IKEA's appeal.
- 👉 His mission was to make well-designed, functional furniture affordable for everyone.
- 👉 The result? IKEA became the world's largest furniture retailer. Today, it operates over 470 stores across more than 60 countries, generating over €47 billion per year.

💡 Dyslexic secret to success: There is nothing that cannot be reimagined by a dyslexic mind.

Made By Dyslexia

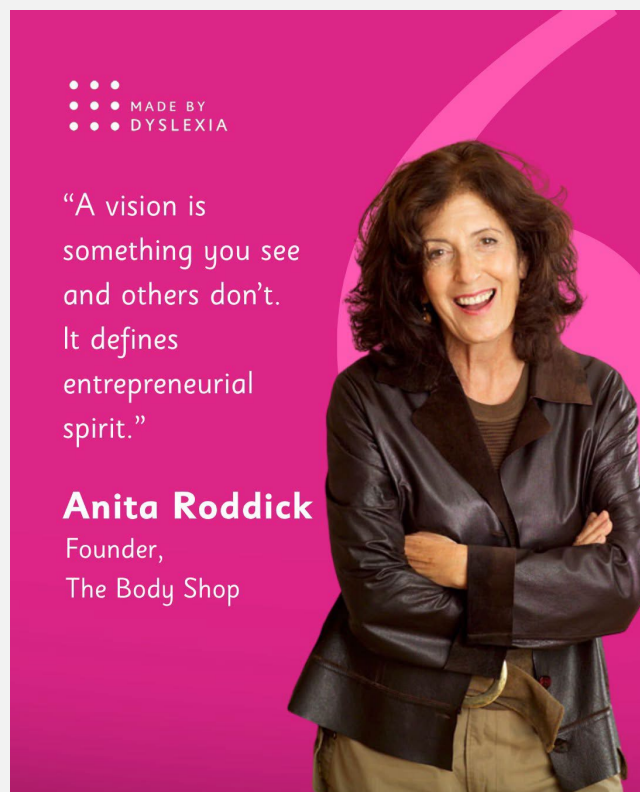
We love this quote from Anita Roddick, Founder of the Body Shop and brilliant dyslexic thinker.

The skills that make great entrepreneurs – visionary thinking, imagining what doesn't yet exist, seeing opportunities where others see obstacles, questioning the status quo, solving problems differently and bringing people with you – are also Dyslexic Thinking skills. So it's no surprise that 1 in 3 entrepreneurs are dyslexic.

But it may surprise many to know that they contribute at least £4.6 billion to the UK economy and support over 60,000 jobs.

To find out more about the link between entrepreneurs and Dyslexic Thinking, check out our Dyslexic Entrepreneurs Spotlight report:

<https://www.madebydyslexia.org/MBD-Entrepreneurs...>



And finally . . .

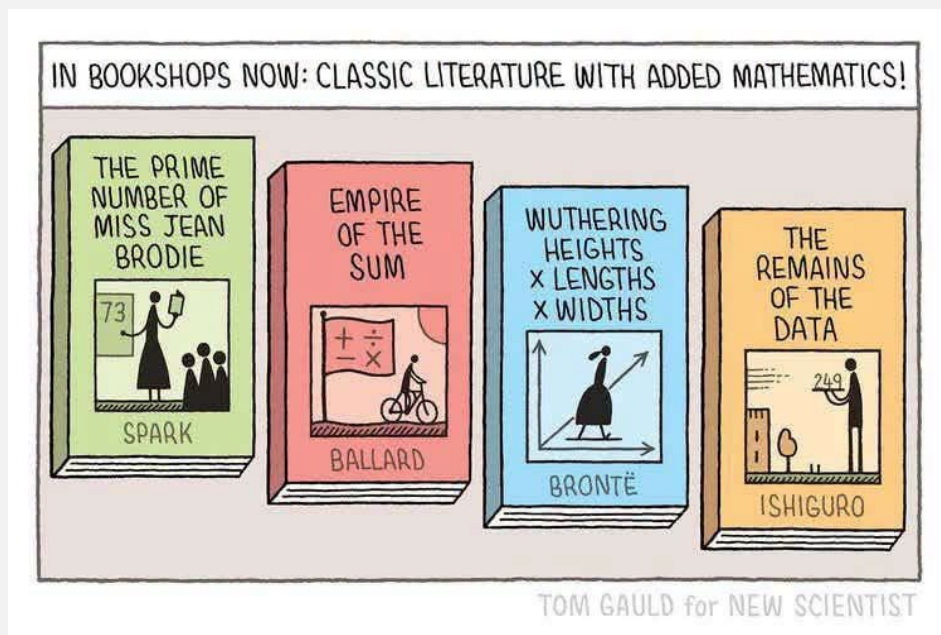
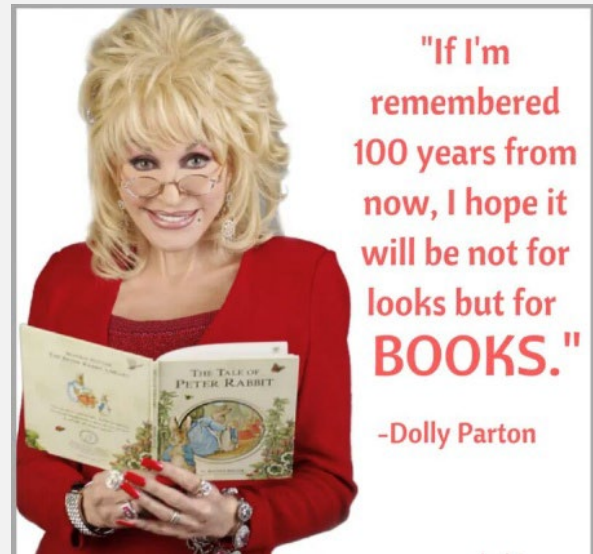
Jack Churchill OBE | LinkedIn wrote:

If anyone says one person can't have an impact.....

Once I was fortunate to see this brilliant musician perform her catchy country hits at the Glastonbury Festival. What I came to learn is that as a result of her father's illiteracy she championed the importance of reading for self-education and personal freedom.

She gave away an INCREDIBLE 300,000,000 books through her **Dolly Parton's Imagination Library**.

Rest In peace Dolly, your legacy is remarkable!



Caroline Fowke

Wiltshire Dyslexia Association

WDA Website: [Dyslexia Support in Wiltshire - WDA](#)

WDA Facebook:

[Wiltshire Dyslexia Association](#)

WDA Instagram:

[@wiltshire_dyslexia_association](#)

WDA Helpline:

07394 617917 wdahelpline@gmail.com

BDA Resources - British Dyslexia Association

One day, I'm going to judge a spelling bee.

I'll ask one of the kids to spell the word "there."

When he asks for it in a sentence, I'll say...

"Their car is parked over there and they're late."