



# Wiltshire Dyslexia Association

## APRIL 2022



### News and comment

## BDA/WDA calendar of news items and dates

### March:

- The second reading of Matt Hancock's screening bill in Parliament has been deferred until after the Queen's speech.
- You should now have received the latest edition of Contact magazine. There is also an audio version available and a pdf.
- The Schools White paper and SEND Review Green paper have been published. Please see below for further details. We encourage you all to complete the SEND Review Consultation, which closes on 1st July:  
<https://www.bdadyslexia.org.uk/news/the-government-has-published-the-findings-send-review-together-with-a-green-paper-consultation-process>
- The BDA helpline telephone lines are now up and running again: 0333 405 4567.
- The BDA have moved offices to:  
Access Business Centre, Willoughby Road, Bracknell, RG12 8FB.
- Distribution dates for Contact Magazine and the BDA Handbook to be advised.
- Dyslexic Thinking has been officially recognised as a vital skill by LinkedIn.

### April:

- The BDA are proud to be working with colleagues across Europe and be part of a research project exploring good dyslexia friendly practice at work. 2022 Erasmus Event - The Research Project: How to facilitate inclusion in the workplace for people with dyslexia. Find out more at:  
[Dyslexia@Work an Erasmus Project - British Dyslexia Association \(bdadyslexia.org.uk\)](https://www.bdadyslexia.org.uk/news/dyslexia-at-work-an-erasmus-project-british-dyslexia-association)
- The BDA will be having an **Extraordinary General Meeting (EGM)** on Saturday 23rd April 2022 at 10am – Virtually (for 30 minutes). This meeting is to approve resolution 2 - Approval of Accounts for 2020/21. The EGM is an open meeting for all members to attend. To register and view the 2020/2021 financial report please click [here](#). Please submit any questions to [membership@bdadyslexia.org.uk](mailto:membership@bdadyslexia.org.uk). (The financial report includes the Chairman's Statement and Trustees' report providing interesting information about the work of the BDA.)

## June:

- Volunteers' Week (1st – 7th June).
- BDA 50th Anniversary Ceremony Awards and Gala Dinner - Thursday 10th June at 7.00pm  
<https://www.bdadyslexia.org.uk/events/50th-anniversary-dinner-awards-and-fundraising-ceremony-2022>

## September:

- BDA Family Information Day – Saturday 24th September 10.00am – 2.00pm (Garth Hill College, Bracknell).

## October:

- Dyslexia Awareness Week, 3rd – 9th October. Theme: '**Dyslexia – breaking through barriers**'. This year's theme will look at how those living with dyslexia often feel like they are presented with barriers in day-to-day life. Throughout the week we will be reflecting upon the barriers that those with dyslexia face, while also acknowledging the aspiring stories from individuals, organisations and from within the education system.
- BDA AGM, 15th October.
- Dyslexia / Dyscalculia Conference – 10th November (further details to follow).
- Official BDA 50<sup>th</sup> Birthday – 17<sup>th</sup> November (further details to follow).



## Thank you Waitrose!

Caroline Fowke writes:

I received an email from the Malmesbury store saying:

*"We are contacting you as a contact that has previously been awarded a Community Matters cheque. We have some budget remaining with a tight deadline so please respond by Friday 11th if your organisation has a specific fundraising need."*

. . . so, I did! I replied immediately explaining that we have some resources that we intend to move to a library, but that we would also like to purchase some new publications to bring the information collection up to date.

On Saturday I was delighted to collect a cheque for £333! We are now preparing a shopping list! 😊

# WDA welcomes NoticeAbility to Wiltshire!

Helen Ross, David Williams and Caroline Fowke were delighted to welcome Dean Bragonier and his son Bodhi to Wiltshire at the end of March following their visit to The Dyslexia Show.

Dean is the Founder of NoticeAbility Inc, a non-profit organization dedicated to helping students with dyslexia identify their unique strengths and build self-esteem. NoticeAbility is the culmination of Dean's passion for education and his conviction that the advantages of dyslexia far outweigh its associated challenges.

More information at:

[Home - NoticeAbility](#)

Check out Dean's TED talk here:

<https://youtu.be/dPyzFFcG7A>

See this link for a recent interview:

[Words Fail Me: A podcast about thriving with dyslexia](#)

**Right:** David Williams, Dr Helen Ross, Bodhi Bragonier, Dean Bragonier



## Report by NoticeAbility:

### Why is inclusive learning integral to any well-rounded school curriculum?



Our workshop held at the Park Academies Trust illustrates the positive difference that Dyslexic empowerment can make to any learning environment, even when students are working together for the first time.

The workshop was attended by students from 3 different schools. At first, the divide among students was visible, but as the workshop proceeded, they began to bond and the excitement in the classroom was impossible to ignore.

This tells us that our students thrive when their unique strengths are accounted for

and a personalized approach to learning is considered. The outcome is that we shift the entire dynamic of the classroom to replace feelings of doubt and failure with curiosity and camaraderie.

...and in more good news, NoticeAbility courses will now be offered at all 3 schools, starting immediately.

Interested in bringing a NoticeAbility workshop to your students? Let's chat! Send us a DM or visit [noticeability.org/contact](https://noticeability.org/contact) to get in touch today.



## Marlborough and District Dyslexia Association

Invite you to an Open Evening and AGM

**7pm - 8pm on Thursday 21st April 2022**

The Association has a large collection of books, games, and resources to support the understanding and teaching of Dyslexia and promote learning through games.

**ALL FREE to borrow.**

**Marlborough Library will be open exclusively for this event so drop in, browse through our marvellous collection and get tips on how to use and adapt them.**

This is a FREE event open to teachers, assistants and parents so please spread the word and come along.

*"It was great to be able to borrow a game; it saved me making my own and the children **loved** it"*

(Comment from a local teacher)

For more information contact Gina Cooke on 01672 512354

Susanne Harris on 07729 452143 or check out:

[www.marlboroughdistrictdyslexia.org](http://www.marlboroughdistrictdyslexia.org)

### **Easy Read Group to Help Adults Learn to Read in Salisbury and South East Wiltshire - Can You Help?**

[Read Easy UK](http://ReadEasyUK) is a national charity that helps adults learn to read by matching trained one-to-one volunteer reading coaches with non/beginner readers. They have established a successful track record because of its flexible, fun and *free* approach!

You may have seen the recent BBC1 documentary "[Learning to Read at 51](#)" featuring Jay Blades who achieved his aim of reading a story to his daughter through working with a coach from his local Read Easy group.

Plans are underway to start a Read Easy Group for Salisbury and South & East Wiltshire.

#### **Can you help?**

The following support is needed to deliver this life-changing service:

- Volunteers to join the team to run Easy Read locally
- Volunteers to become reading coaches
- Links with local referral agencies
- Free venues for training days and reading coaches sessions
- Donations from individuals and grants from local trusts.

For further information contact Caroline and Clare by email: [swpioneer1@readeasy.org.uk](mailto:swpioneer1@readeasy.org.uk)

Click [HERE](#) to view the information below as a virtual leaflet.



## Wiltshire Council

### 0-25 SEND Service - New Ways of Working

From 1 April 2022 we are making some changes to the way we provide our SEND Service which we believe will help improve how we work with you.

We're making the changes after we had feedback from families and those using the service and after our own self-evaluation for how we can most effectively support you and provide advice.

### What will the new service look like?

From the 1 April 2022 we will have:

- Two dedicated email inboxes to manage queries.
- One dedicated team to support you through the Education, Health and Care Needs Assessment process (EHCNA).
- Two dedicated teams to oversee the reviewing and monitoring of Education, Health and Care Plans (EHCPs).
- One dedicated Preparation for Adulthood Team (PFA) for targeted work.

The dedicated teams will focus on specific tasks. Each team will be supervised by the Senior SEND Lead Workers.

**Team 1 – Referral and Assessment Team:** This team will triage all new referrals into the service, provide advice and guidance to families and settings through the Single Point of Contact and coordinate and progress EHCNAs. A named SEND Lead Worker will

be allocated to each family, and they will support the child/young person, their family and their educational setting through the EHCNA process up until the conclusion of the assessment or the finalising of the EHCP.

**Team 2 – Review and Monitoring Team:** This team will manage the processing of Annual Reviews to ensure statutory compliance to timescales as well as reviewing and monitoring the appropriateness of both placement and provision and, when required, updating and amending EHCs. Most families will not have an allocated SEND LW at this point but all members of team 2 will be able to support families and schools who have a query or question about an existing EHCP. SEND Lead Workers will act as a key point of contact for families at key times of change, for example, primary to secondary, secondary to Post 16. Children and young people will remain within this team until the point at which they no longer require an EHCP or unless they fulfil the criteria for Team 3/PfA Team.

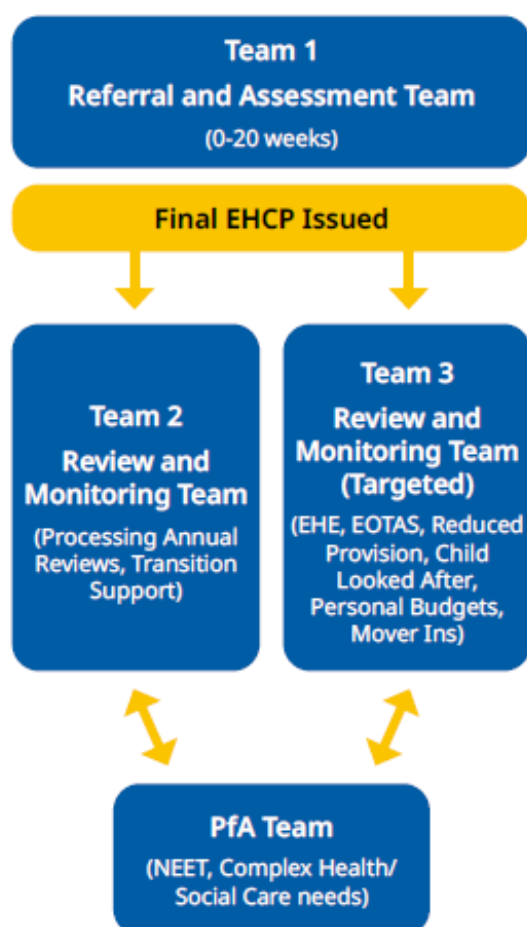
**Team 3 – Review and Monitoring Team (Targeted):** This team will fulfil the same function as team 2 but to a smaller targeted group of children and young people who fall into specific categories including those learners who are Electively Home Educated, Educated Other Than at School or receiving Reduced Educational Package, Child Looked After, pupils in receipt of personal budgets. This team will also work with families moving into the local authority with an EHCP or Service Children's Assessment of Need if they are an MOD family.

Preparation for Adulthood Team – This is a small, dedicated team working alongside Teams 2 and 3 to promote the Preparation for Adulthood agenda across schools and settings

as well as working with a targeted cohort of young people 16 years + who have an EHCP that are at high risk of NEET or who have complex health/social care needs. Referrals to this service will be made internally on a case-by-case basis.

SEND Team Managers and Education Officers will continue to oversee their community areas and will have oversight of all four teams. This means that schools and settings will continue to have a dedicated point of contact for each area of the County.

### How will cases be allocated?



### How will I benefit from these changes?

These changes will ultimately lead to improved outcomes for our children and young people and better partnership working with our families and internal/ external stakeholders. We know from talking to schools and families that clear and responsive communication from the SEND team is central to successful working relationships and this is one of the key drivers of these changes.

Through the new ways of working staff will be placed within specific teams to perform fewer and more specific sets of tasks. This means staff will be able to focus on a set of tasks which will lead to better quality and output from our service.

Queries from children, young people, families and schools will go straight into a specific team that is best placed to deal with the query. For example, if a query relates to an EHCNA, it will be channelled straight to the Referral and Assessment Team. The same principle will apply to queries related to the review of EHCPs. Service users will be assured that their query has been triaged by the appropriate team and it is being managed by staff focusing on work in that area.

### What if I still don't understand something or know which team to contact?

If you are unsure which team to contact please call the Single Point of Contact (SPOC) on **0300 456 0108** (Monday – Thursday 9am-4.30pm, Friday 9.00am-4.00pm) where a duty SEND Lead Worker will assist you with your query.

If you know the team you need to contact please email the dedicated email inbox.

Team 1 (Referral and Assessment Team) - [EHCPassessmentteam@wiltshire.gov.uk](mailto:EHCPassessmentteam@wiltshire.gov.uk)

Team 2, 3 and PfA (Review and Monitoring Teams) - [EHCPreviewteam@wiltshire.gov.uk](mailto:EHCPreviewteam@wiltshire.gov.uk)

### Government Publication: White paper for schools

Tuesday 29 March 2022

The British Dyslexia Association welcomes the publication of the Government white paper for schools "Opportunity for all: Strong schools with great teachers for your child"

The paper contains some stark figures which show the attainment gap between those children with special educational needs (SEN) and their peers.

- Pupils with SEN are less likely to meet the expected standard in reading, writing and maths at the end of Key Stage 2. With only 22% of SEN children achieving this compared to 74% of those with no recorded SEN.
- This continues at GCSE with only 27% of SEN children achieving a grade 4 or above in English and Maths, compared to 71% of those with no recorded SEN.

**BDA CEO Gillian Ashley said:**

*"We look forward to the publication of the SEND review later today to understand how the Government plans to address these attainment gaps and ensure that those with dyslexia or other special educational needs are supported to achieve their potential."*

[Click to read the full report on the Government website](#)

### The Government has published the SEND review findings, together with a green paper consultation process

Tuesday 29 March 2022

The Government has published the findings of the long-awaited SEND review, together with a green paper consultation process which will run for 13 weeks and closes on 1 July 2022.

**CEO Gillian Ashley said:**

*"Anyone supporting a child with dyslexia or other specific learning difficulties will identify with many of the key findings which expose an inconsistent system across the country, with the availability of support being dependent upon where you live rather than the needs of a child."*

The review also concluded that many schools are not equipped to identify and support children with special educational needs (SEN), and there is too little emphasis placed on early identification and intervention. This results in significant delays in children accessing the right support which means that the outcomes for many children with dyslexia and other SEN are worse than those of their peers.

The current system for SEN support is difficult for parents to navigate and they don't know what schools should be doing to support their children and how or when this should be put in place.

The Green paper consultation sets out a process which aims to provide an inclusive system with improved provision in all local schools and the early and accurate identification of needs. The consultation will be followed by the publication of a government national SEND delivery plan setting out the Government's response.

The Government have produced a short video, a resource pack and a series of workshops and consultation events. The BDA would encourage all parents, carers, and all those involved in the support of dyslexic learners to give their views on the consultation.

[Further information can be found here](#)

### [Education Secretary's open letter to children and young people on SEND reform](#)

Education Secretary Nadhim Zahawi has written to all children and young people about how he and the Government are going to change the ways that children with special educational needs and disabilities are supported.



### [PRE-SEND REVIEW Webinar with Will Quince MP - Special Needs Jungle](#)

This is the recording of the webinar with Will Quince, Children & Families Minister, recorded ahead of the publication of the SEND Review Green Paper. The webinar was facilitated by Special Needs Jungle in collaboration with the Department for Education, NNPCF, Contact and Family Fund. The sold-out webinar was an opportunity for 200 parent carers to ask the minister about the government's upcoming review of disabled children's services in England. Contact facilitated the event in partnership with Special Needs Jungle, Family Fund and National Network of Parent Carer Forums. <https://www.youtube.com/watch?v=M0R7MG8VI7s>

### **Notes prepared by the WPCC:**

The government is committed to improving outcomes for children and young people with SEND and those in alternative provision. To achieve this ambition, they want to work with and hear from:

- children and young people
- parents and carers
- those who advocate and work with the SEND sector
- local and national system leaders

You can read a seven page summary of the SEND Review [HERE](#), or click [REVIEW](#), to read the full 106 page document. For details of translated copies of the document, including BSL, Braille and Easy Read, click [TRANSLATIONS](#).

Click [VIDEO](#), to watch a two-and-a-half-minute video about the SEND Review.

**Please Note:** It may take about an hour to fully respond to the consultation. It is possible however to save your progress as you go, enabling you to do it in sections, rather than in one go.



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**Access to a high quality education should not be luck of the draw.**

- Annamarie Hassall MBE, nasen CEO and Chair of WSS

**nasen**  
Helping Everyone Achieve



## nasen responds to the SEND and Alternative Provision Green Paper

[See our full response](#)

Annamarie Hassall MBE, nasen CEO and Chair of Whole School SEND, said:

"The release of the SEND and AP Green Paper represents a pivotal moment and we recognise the hard work that has gone into the process so far. nasen will play a key role in engaging members of the workforce to respond to the consultation. By taking collective action, including mobilising nasen's community of 56,000 members – representing over half of schools – we can ensure this framework is shared widely. The paper's ambitions must become a reality and make a real difference in classrooms and all settings across England."



## Neurodiversity in Business (NiB) launches at House of Commons

NiB is a new initiative to help ensure greater workplace inclusion of the neurodivergent community.

**London – 22 March 2022** – Neurodiversity in Business – a new organisation which will function as an industry forum to support the participation of neurodivergent individuals in the workplace has launched at an event hosted at the Houses of Parliament.

The organisation, led by CEO, Dan Harris draws upon the cumulative knowledge of neurodivergent experts and leading companies to share best practices and improve the employment and experience of the neurodiverse workforce.

More detail at: [Neurodiversity in Business \(NiB\) - British Dyslexia Association \(bdadyslexia.org.uk\)](https://bdadyslexia.org.uk)

## Student Loans Company Customer\* Experience Review for Disabled Students Allowance

**The Student Loans Company is making a commitment to better support the student journey to accessing Disabled Students Allowance.**

Patoss CEO, Lynn Greenwold, is also a member of the Student Loans Company (SLC) Disabled Students' Stakeholder Group (DSSG) and, as such, we wish to share a copy of a recent review conducted by the SLC on their customers'\* experiences of accessing Disabled Students Allowance (DSA) with Patoss supporters. See more on the Patoss website [here](#).

\*note that SLC refers to students accessing DSA as customers.



Institute of Education



## Are you caring for a dyslexic child? Take part in our survey about sleep!

We want to learn more about sleep in dyslexic children and provide ways that might help improve their sleep. We are inviting caregivers of children (age 7-13) in the UK to **complete a 20-minute survey** which will help us to gain a better understanding about how daytime activities can impact sleep and mental health in dyslexic children.



Please **copy/click** the link or follow QR code below to complete the survey:

[https://uclioe.eu.qualtrics.com/jfe/form/SV\\_5du0GMh82f2y8qa](https://uclioe.eu.qualtrics.com/jfe/form/SV_5du0GMh82f2y8qa)

At the end of the survey, you can, but don't have to, apply for participation in a second part of the study, in which we will objectively measure sleep behaviour and Cortisol levels of dyslexic children.

**Erasmus Project**  
A united European project to increase work prospects for dyslexic people.

**British Dyslexia Association**



Working with our colleagues across Europe, we are proud to be part of a research project exploring good dyslexia friendly practice at work.

We aim to identify good dyslexia awareness amongst recruiters and employers to enable other organisations to emulate. This is an exciting step forward for dyslexia equality in the workplace.

2022 Erasmus Event | The Research Project: How to facilitate inclusion in the workplace for people with dyslexia: [Find out more](#)



## CDC Spring Digest 2022

Welcome to the Spring 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.

A snapshot of this quarter's digest includes:

- An update from Dame Christine Lenehan
- Information on the SEND and Alternative Provision green paper
- An update from NHS England & Improvement on Keyworking services
- A campaign update from the Disabled Children's Partnership
- Spotlights on CDC Members and staff.



We have the most monumental news to share on the eve of our fifth birthday! Dyslexic Thinking has officially been recognised as a vital skill by LinkedIn, the world's largest professional network, who have offered their 810+ million members globally the option to add Dyslexic Thinking as a skill on their profile.

And that's not all... Dyslexic Thinking looks set to enter the dictionary as a vital and valuable skill set too. Look out for the new definition in dictionary.com coming soon.

Both of these landmark moments have happened as a result of 5 years of groundbreaking research and hard work by Made By Dyslexia, and a successful campaign with the support of our partners Richard Branson, LinkedIn and dictionary.com.

This is a monumental milestone for all of us who are #MadeByDyslexia. Together, we have redefined Dyslexic Thinking as a valuable skill set and, in doing this, we've helped the world to properly understand and value it. This giant leap in the workplace will help us to influence how Dyslexic Thinking is seen in the education system and beyond – helping us to drive the change that's needed in these spheres – fast.

### **Join the #DyslexicThinking movement**

If you're dyslexic, add #DyslexicThinking as a skill on your LinkedIn profile today – and share that you are part of this monumental moment.

At work, encourage dyslexic colleagues to add #DyslexicThinking to their profile, and share Richard's post to show that you support the movement to empower Dyslexic Thinking in your organisation.

If you are the parent or friend of someone who is #MadeByDyslexia, help us change the world for the people you love by sharing Richard Branson's LinkedIn post far and wide to empower Dyslexic Thinkers everywhere.

[Visit LinkedIn and be part of this monumental moment!](#)

Or join us on our social channels (Facebook and Instagram) and share our posts as we celebrate the news to make sure the whole world knows that Dyslexic Thinking is recognised and valued as a vital skill set in today's workplace!

Best wishes,  
Kate Griggs, Founder & CEO of Made By Dyslexia  
*I'm #MadeByDyslexia - expect big thinking & small typos*  
General enquiries: [info@madebydyslexia.org](mailto:info@madebydyslexia.org)



Our Podcast at the Dyslexia Foundation, Words Fail Me, is back with season 3.

### [Words Fail Me: A podcast about thriving with dyslexia](#)

Some people will know Glenn Young who was the first guest on 2<sup>nd</sup> March. He is an amazing source of knowledge and by far the greatest adult dyslexia advocate in the USA. He worked with Shywitz, Reid Lyon, and was the first to get 50 free computers from Apple in 1983.

The Podcast is a positive 1-hour conversation about dyslexia, we have 50,000 downloads, hosted by the dyslexic actor Jude Monk McGowan.

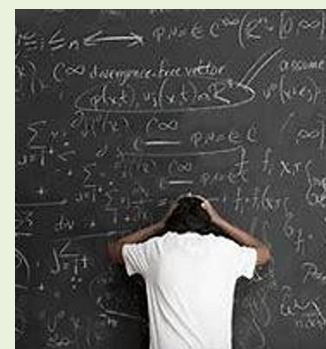
[www.dyslexia-help.org](http://www.dyslexia-help.org) Free Dyslexia Test - [www.dyslexia-test.me](http://www.dyslexia-test.me)

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## Diagnostic Assessment and Students who Struggle with Maths

Part of the [Positive Dyslexia Ltd training events](#) collection by [Positive Dyslexia Ltd](#) Katrina Cochrane, Director  
<http://www.positivedyslexia.co.uk/>

Thursday 28 April 2022  
19:30 – 20:30



We are delighted to share this link with you for your local group to attend live (or receive the recording) of our up-and-coming webinar with Sarah Wedderburn free of charge: Dyscalculia - Diagnostic Assessment and those who Struggle with Maths on 28th April at 7:30pm - 8:30pm.

Please do share this link with those who you think would find it useful:

<https://www.eventbrite.co.uk/e/diagnostic-assessment-and-students-who-struggle-with-maths-tickets-260959947227>

We can also share the student ticket price (£25) for the Virtual Masterclass on Screening and Assessing Dyslexia on 31st March, select that option when you book, you can attend live and also receive the recording post-event:

<https://www.eventbrite.co.uk/e/identifying-screening-and-assessing-dyslexia-masterclass-tickets-266795561707>

Please also see here our Positive Dyslexia Website link we have lots of interesting virtual online events coming up with amazing experts!

<http://www.positivedyslexia.co.uk/>

## Assistive Technology FREE Face To Face Seminars from Aventido for DSA and HE practitioners.



If you are an assistive technology practitioner within the Disabled Students Allowance Scheme or within a Higher Education organisation, then Aventido is showcasing the latest assistive technology developments and application strategies along with an update on the progress of the DSA tender from Antony Ruck. Taking place from the 26th April in Bristol, Birmingham and Manchester. Click the button to book your free place: [Book your place](#)



Free webinar delivered by Professor Maggie Snowling, President of St John's College, Oxford, linked to her book *Dyslexia: A Very Short Introduction*. **This course is worthy 1.5 hours CPD**

[OnDemand: Dyslexia: A Very Short Introduction \(patoss-dyslexia.org\)](http://patoss-dyslexia.org)



This 'very short introduction' provides an accessible overview of this exciting field of research, beginning with its history, and drawing on testimony from people living with dyslexia. . . . continued on next page

Considering the potential causes of dyslexia, and looking at both genetic and environmental factors, Professor Snowling shows how cross-linguistic studies have documented the prevalence of dyslexia in different languages.

Discussing the various brain scanning techniques that have been used to find out if the brains of people with dyslexia differ in structure or function from those of typical readers, she moves on to weigh up various strategies and interventions which can help people living with dyslexia today.

We are grateful to Professor Snowling and St John's College for their permission to make this easily accessible, engaging, and fascinating webinar available to parents, teachers, specialist teachers and assessors through PATOSS.

Webinar attendees are also eligible to purchase the book at a **20% discount**.

For more information and/or to book your place [click here](#)



The poster features the Patoss logo at the top, followed by the text '2022 Conference 23rd April' in large purple font. Below this is a call to action: 'Book your place now for this year's conference which promises to be as exciting and informative as ever!'. The bottom section is divided into three parts: a green box on the left with text about the Patoss Annual Conference & AGM, keynote by Dr Nancy Mather, and the book 'Assessment of Dyslexia: Constructs and Challenges'; a central image of Dr Nancy Mather with a 'SASC AUTHORIZED' badge; and a text box on the right stating that pre-recorded seminars will go LIVE on 1st April and that attendees should book to ensure they don't miss out.

patoss

**2022**  
**Conference**  
**23rd April**

**Book your place now for this year's conference which promises to be as exciting and informative as ever!**

Patoss Annual Conference & AGM

Keynote:  
Dr Nancy Mather

Assessment of Dyslexia: Constructs and Challenges

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SASC AUTHORIZED

As well as the Keynote session on the day, all of our pre-recorded conference seminars will go LIVE on 1st April for you to view in advance. Make sure you have booked to ensure you don't miss out on this opportunity!

[Book Now](#)

# ABLE SUMMIT

Posted on **March 30, 2022** by **AccessAbility Smyles**

I am in Beirut now for the 2022 ABLE Summit. I thought it would be good to re-publish this:

[ABLE Summit 2020 – AccessAbility Solutions \(aas123.com\)](https://aas123.com)



## Accessibility Fundamentals

Microsoft Education course



## [Accessibility fundamentals - Learn | Microsoft Docs](#)

Learning the fundamentals of accessibility empowers you to make education more equitable for all. In this course, gain the foundations required to ensure your classes are accessible. Modules in this learning path:

[Introduction to disability and accessibility](#)

[Microsoft Accessibility Features and Tools](#)

[Creating accessible content with Microsoft 365](#)

[Digital accessibility](#)



## E-learning modules

Our E-Learning courses are completed online and in your own time.

We offer a wide range of courses from advice on Assistive Technology, How to Succeed as a Dyslexic Adult, Practical Strategies for Organisational Skills, to level 5 and 7 Accredited courses.

[View our full range of E-learning courses](#)

## Screening and Practical Solutions Courses

These courses will upskill you to identify dyslexia and give you lots of good ideas to support dyslexia in the classroom, sharing top tips and inspiration to provide a dyslexia-friendly teaching and learning approach.

### Virtual Courses

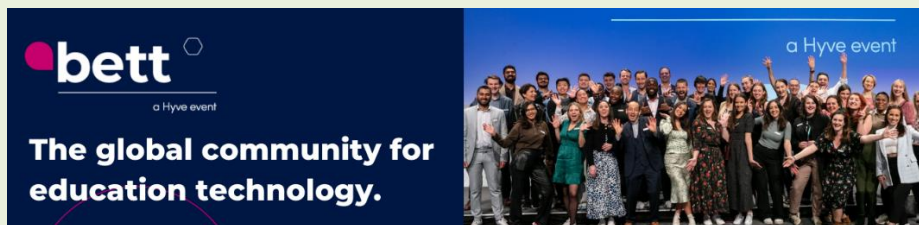
Practical Solutions: [Reading](#)

Practical Solutions: [Spelling](#)

Practical Solutions: [Writing](#)

Practical Solutions: [For Dyslexia](#)

[Educational training brochure](#)



After over two years, it was an absolute joy and a privilege to welcome you back to EdTech's biggest reunion. Returning to three buzzing days packed with the latest solutions, thought leadership, peer-to-peer networking and learning. Catch up on what you missed by checking out our show highlights.

## 2022 highlights

Catch up on anything you missed by looking back on some of the highlights from the show.

[DISCOVER NOW](#)

## Watch The Arena sessions back

Re-experience some of the brightest minds in education, as they share their vision for the future. Available to view via the Bett App.

[WATCH HERE](#)

## ConnectEd, your next online stop with Bett

Apply now for our NEW online event on **15-16** June that brings together educator leaders for unparalleled networking and learning opportunities.

[APPLY NOW](#)



[Succeed With Dyslexia](#) are delighted to welcome you to our [Dyslexia Learning Festival 2022](#)!

Join us for a free virtual day of learning where we celebrate the knowledge that drives our global dyslexia community and come together to encourage and inspire people with dyslexia and literacy differences the world over.

Our Learning Festivals are FREE online events where we explore the ways in which we can raise awareness of dyslexia and literacy differences in a learning environment and transform the learning experience using the innovation that drives our community.

So join us for discussions about how to promote literacy in your community. Not only is this a festival of fantastic speakers and inspirational thinking, it's also a resource bank that parents, educators and your community will love.



Gloucestershire  
PATOSS

[www.patoss-wix.com/patoss](http://www.patoss-wix.com/patoss)

Rod Nicolson is Professor of Psychology at Edge Hill University. He has been a leading dyslexia researcher for over 30 years. Through his passions for positive psychology and human learning, Rod has created a new approach to dyslexia. His 'Positive Dyslexia' movement turns the 'dyslexia as a disability' stereotype on its head. The journey starts with a positive assessment to identify strengths and then guides dyslexic individuals to discover, develop and live those strengths using the 'Dyslexia Decathlon'. Prof. Nicolson is a passionate speaker and advocate for dyslexia.

# Prof. Rod Nicolson

## Positive Dyslexia

**THURSDAY 5<sup>TH</sup> MAY 2022**

**Talk starts @ 7.00pm**

**Registration/Refreshments from 6.30pm**

at

**Cheltenham College**

**Bath Road, Cheltenham GL53 7LD**

Parking: Ample parking can be found at Cheltenham Prep School on Thirlestaine Road;  
also, some parking is available near the Chapel.

Entrance: Look out for signage indicating the venue within Cheltenham College.

**Open to PATOSS members and SpLD/SEN/Educational professionals**

**Payment by BACS transfer please**

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

**To book a place contact us by email at [patossglosevents@yahoo.co.uk](mailto:patossglosevents@yahoo.co.uk)**



## [2022 Highlights | Neurodiversity Celebration Week \(neurodiversityweek.com\)](https://neurodiversityweek.com)

A huge thank you to everyone who took part in making Neurodiversity Celebration Week 2022 a resounding success: to the speakers who generously gave their time and shared their experiences, to the schools who held assemblies and celebrated their neurodivergent students and to the hundreds of businesses and organisations that contributed to flipping the narrative. Another huge thank you to the 15,000 people who signed up for our events. By joining forces and collaborating, we will be invincible in forging neurodiversity equality and inclusion.

Siena Castellon, Founder of Neurodiversity Celebration Week:

"When I launched Neurodiversity Celebration Week over three years ago, I never imagined that my campaign would be so widely embraced and well received. As a 16-year-old neurodivergent student who felt the education system was stacked against me, my initial aim was to challenge misconceptions and stereotypes about neurological differences and to educate classroom teachers on how to identify and support their neurodivergent students.

Since then, Neurodiversity Celebration Week has spread far and wide and expanded to also include businesses, government agencies and charities. Recognising that the future expansion of Neurodiversity Celebration Week should no longer be left entirely in the hands of a teenager, this year I partnered with [Lexxic](https://lexxic.com) so that together we could take it to the next level. Having the support, resources and expertise of a team of professionals has elevated Neurodiversity Celebration Week 2022 to new heights. Over 15,000 people registered for our week of 24 free events. Over 2,600 schools took part worldwide. More than 1,200 businesses participated. The responses and feedback we've received are phenomenal.

Thank you to all our speakers who generously donated their expertise and shared their stories. And of course, thank you to everyone who tuned in and took part."

Aidan Healy, Campaign Director of Neurodiversity Celebration Week & CEO of Lexxic:

"If you think one person can't change the world, you would do well to look at Siena's story! I wish there was a 'Neurodiversity Celebration Week' when I was growing up. Both I and Lexxic's team are honoured to partner with Siena for expanding the reach of the campaign she founded.

At our peak, we had 14 staff members working on the campaign. In less than eight weeks I am so proud of how much we achieved. 24 events, 60 speakers, new social media cards, a new website and lots more. And if we can do that in 8 weeks, we are so excited to see what we can achieve for 2023 and beyond. It's important that as Neurodiversity Celebration Week closes, we don't lose momentum about the important work left to do. Change and inclusion does not happen one week per year. We hope you will be able to take away the messages of the campaign and implement them in your local community." [2022 Highlights | Neurodiversity Celebration Week \(neurodiversityweek.com\)](https://neurodiversityweek.com)



## The Texthelp Groups first DSA Connect virtual conference

For students who qualify for the Disabled Students' Allowance (DSA), getting the right type of support makes a lifetime of difference. At the Texthelp Group we want to help each DSA student to understand and be understood. That's why we're hosting a free online PD experience for DSA Assessors and other education professionals.

**Join us on Wednesday 11th May for DSA Connect, as we join together to make change for disabled students.** Our speakers will deliver sessions that can help us all provide personal learning choice for disabled students. As an attendee you'll get tools and advice to give students increased confidence, productivity and success.

Save your spot (link: <https://text.help/EEDZRJ>)

### Can't make it on the day?

Don't worry it will be recorded, sign up and watch the sessions back at a time that suits you.



## ClaroRead Update

Drumroll please . . . We are very happy to announce that we have released an update for ClaroRead. All this fuss for an update? Yes, read on and you'll see why.

ClaroRead is faster and smoother with more ways for you to tweak it to suit your needs. The new ClaroRead will be available both for our DSA users and workplace. To simplify things, we have dropped the product names ClaroRead Plus and ClaroRead Pro, and now just call it ClaroRead. Short and sweet.

More Information (link: <https://bit.ly/3E6pODk>)

If I can be of assistance, please do not hesitate to contact me.

### Andrius Kantakevicius

[andrius.kantakevicius@clarosoftware.com](mailto:andrius.kantakevicius@clarosoftware.com)  
07483 070995  
[clarosoftware.com](http://clarosoftware.com)



# #succeed with dyslexia

## [Blogs | Succeed With Dyslexia](#) including:

[Stress Awareness Month 2022 | Succeed With Dyslexia](#)

[5 Ways to Keep Kids Reading Over Easter | Succeed With Dyslexia](#)

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[So You've Hired Someone Neurodiverse. What Next? | Succeed With Dyslexia](#)

[10 Signs of Dyslexia You Might Have Missed | Succeed With Dyslexia](#)



## [Living with dyslexia. — The Studying With Dyslexia Blog](#)

What is it like to live with dyslexia? John Hicks recently collaborated with Twinkl Resources along with a bunch of other great contributors to their latest blog article. Check out the key comments or read the original article by [clicking here](#).

See also:

[The positive effects of reading and how to motivate our children to read. — The Studying With Dyslexia Blog](#)

[Dyslexia Show: It happened and it was wonderful! — The Studying With Dyslexia Blog](#)

# Supporting Teachers

## TEACHERS WHO WOBBLE:

### What can we do to support teachers with SEND?

By Helen Ross @drhelehross

I am writing this as a person who finds reading, writing and literacy very challenging. I research into literacy difficulties and dyslexia, because I find it so tricky. Here, I write from my personal perspective and from what I've seen through my teaching career touching briefly on some research. Ultimately, I end with pragmatism: what can we do about things pragmatically at work with our colleagues?

#### **Missed difficulties and unmet needs**

I've been a SENCO and I've been a classroom teacher, but now part of my bread and butter is identifying young people's specific learning difficulties. I work privately and often parents have saved hard to pay for an assessment. I am lucky to have capacity to do this and schools often lack such resources. The system fails so many children because there just aren't the resources there and when they are, they are spread thinner than Marmite on toast! The input that training teachers receive on SEND is inconsistent at best; Ofsted concedes that training standards vary (Ofsted, 2020). So, if training is not good enough, then it follows that large levels of need are missed and subsequently unmet. Dyslexia is a prime example of this; in 2019, I discussed the under-identification of dyslexia at the All Party Parliamentary Group for Dyslexia/ Specific Learning Difficulties (Ross and Hicks, 2019).

Children with unmet or unidentified learning needs become adults with unidentified and unmet needs. There is common reference to the links between young people with SEND, exclusions and pathways to prison; reports suggest that up to 50% of people in prison are functionally

illiterate (Moss, 2017). There is a lot of work around those whose journeys are not easy, and who do desperately need support. However less attention is paid to people with SEND whose journeys are less complex, who do 'make it' into work and lead relatively calm lives. There is work there- I am aiming to do some research on it in due course- but it's quieter and lower key. However, that does not mean that professionals find everything straightforward. Small changes can make substantial differences to well-being at work.

I'm a teacher with dyslexia and there have been times in my professional life where things have been made exponentially and unnecessarily more difficult because of structures and practices in schools. And I most definitely am not alone in that experience.

#### **Practice, procedure and barriers**

Listening to the voices of those who have learning differences is vital when ascertaining what barriers they experience in their daily lives; this is no different in the case of teachers in schools. We (rightly) champion student/ pupil voice and schools must in law publish the measures that they take to support their students in accessing all elements of the school (Children and Families Act, 2014). All institutions must, by law make 'reasonable adjustments' to support people who access them (Equality Act, 2010). That includes schools, in their position as employers; they are obliged to make adjustments to support teachers who may need it. Acting to support staff members really should not come from a place of legal obligation. Rather it should be what we do as communities!

#### **On the Ground**

On the ground, many things that support children can also support teachers. These things are not prohibitively expensive and mostly are linked to awareness, planning and reflection.

#### **Time-taking**

Time-taking, extra time, processing time. The myriad of names available covers the notion and importance that some individuals have (for varying reasons) to reflect and process information that little bit longer than usually expected. It might be that they need to process words more slowly, or take a moment to picture a concept, order information. But the importance of allowing someone thinking space does not stop once they leave compulsory schooling. Those children in front of us become our colleagues, sometimes literally, and we need to be mindful in our interactions. However, giving people warning of what we need from them does not stop at allowing them a few extra moments to read a passage of text, or repeating instructions. At times structural or institutional patterns need to be addressed.

#### **Organisation**

Organisation is far more than making sure that your laptop is packed in your bag the night before, although that is important. Institutionally, schools should make sure that staff have prior-warning of events, changes, paperwork etc in plenty of time so that they can engage with it meaningfully. Thrusting a meeting on someone with 10 minutes' warning, so that they're not prepared reflects badly on the school or organiser. However, if attendees are unprepared in that moment, they feel compromised and vulnerable.

**Article continues on next page...**

Schools should do better than that; calendar things properly, use Doodle Polls to convene meetings carefully and say no to rushed timelines. That way staff have capacity for better practice, and ultimately young people benefit from calm teachers, whose wellbeing is valued. Well-considered structures and planning of whole-school schedules then leaves individuals more capacity to work within their own diaries to plan carefully. However, it must start at the top and radiate outwards so that time, calm planning and steady organisation is promoted culturally.

### Reading and Literacy

Support for reading and literacy may seem like young people's domain but it isn't! Some adults need support and simple adjustments to help them to engage with text at work. Features such as Office 365 'accessibility features' allow for text to be read aloud, speech-to-text and automatic live-captions. They cost no extra and can make it substantially easier to make sense of, or create written passages. Apple has similar features as do Chromebooks and many other ICT systems- it just takes someone to click on the relevant features on the network management side of it all, then it is usable. Crucially though, and this underpins everything: give people time to engage with texts. Don't give them documents, then talk discuss the content immediately. Give papers for meetings out in advance, and if something does 'crop up', as is sometimes the case, still give people preparation time before they enter meetings and engage with others.

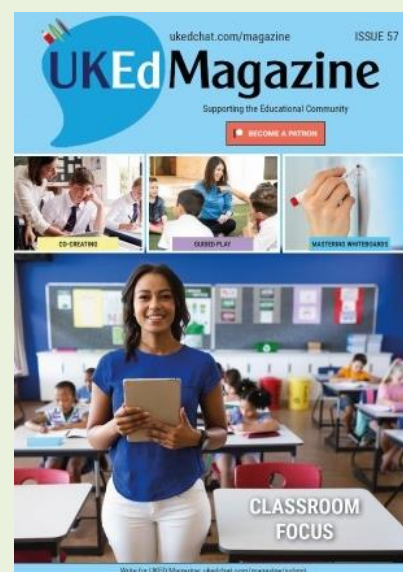
Time and space really are the keys to supporting staff effectively and making reasonable adjustments,

as well as dialogue. Talk to people kindly and supportively. Find out what works for them and then act on it. If staff feel valued, they will perform better and through raising awareness between colleagues, awareness of children's difficulties should improve too!

Dr Helen Ross [@drhelenross](#) is a writer, researcher and educator. She is an experienced Special Needs Teacher, and specialist Dyslexia/SpLD assessor. Helen is a Trustee of the British Dyslexia Association, and has presented at All Party Parliamentary Groups. She speaks and consults regularly on dyslexia and SEND, both nationally and internationally.

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# [Locked out of Learning and The Power of Reading by Julia Clouter | LinkedIn](#)

Published on March 19, 2022

[Julia Clouter](#)

Succeed With Dyslexia Ambassador  
Head of Education Scanning Pens



## ***Why does being illiterate effect rates of reoffending? The Relationship Between Literacy and the Prison Population***

On Tuesday 22nd March I am incredibly lucky to be going to London to hear the key findings of the Reading in Prisons research report. This little blog is just me, refining my thoughts prior to the event and considering what I would want to say to the panel. What feedback would you give? Am I on the same page as you?

Read at: [Locked out of Learning and The Power of Reading. by Julia Clouter | LinkedIn](#)



[Prof Amanda Kirby\(She/Her\) • CEO of DOIT Profiler, Campaigner, Parent of neurodivergent family, ND, Health Professional, Academic](#)

Someone said to me last week it is so good we NOW know about [#Neurodiversity](#). It made me think that change takes a loooooooooooooong time to come.

The screenshot shows a BBC News webpage from August 14, 1998. The main article is titled "The power to change" and features a photo of Amanda Kirby. The text discusses her perspective on dyspraxia and its impact on children's movement. The page includes a navigation menu on the left, a search bar at the top, and various service links at the bottom.

**BBC NEWS**  
You are in: Special Report: 1998: 07/98: **Medicine Women**

**News Front Page**  
World  
UK  
England  
N Ireland  
Scotland  
Wales  
UK Politics  
Business  
Entertainment  
Science/Nature  
Technology  
Health  
Education

**Talking Point**

**Country Profiles**  
In Depth

**Programmes**

**BBC SPORT**  
**BBC WEATHER**  
**CBBC news**

**SERVICES**  
Daily E-mail  
News Ticker  
Mobile/PDAs  
Text Only

**WATCH/LISTEN ON THIS STORY**  
BBC News  
The Dyscovery Centre in Cardiff

**Internet links:**  
Dyscovery Centre

The BBC is not responsible for the content of external internet sites

**Top Medicine Women stories now:**  
The power to change  
Worlds apart  
Passion with a knife  
Life's traumas

**Links to more Medicine Women stories are at the foot of the page.**

**The power to change**  
Friday, 14 August, 1998, 15:42 GMT 16:42 UK

**Medicine Women**

**Amanda Kirby:** "As a doctor, you think you should have the answers"

Imagine going through life wearing boxing gloves and looking through binoculars the wrong way.

You would probably be a bit clumsy and stumble around.

It is how Amanda Kirby describes the world of children who suffer from dyspraxia - a neurological disorder that impairs the organisation of a child's movement.

Amanda's own son,



Videos – Helpful information about our work and products  
<https://www.microlinkpc.com/videos/education/>

## [What's New in Microsoft Teams for Education | March 2022 - Microsoft Tech Community](#)

[Anthony Blake](#) Published 8 March 2022

Hello there. How has 2022 been for you and your family thus far? We hope you and your loved ones are doing all right.

In case you missed it, earlier this week we shared some important updates on how Microsoft is helping to improve literacy and reading fluency for learners of all ages with Reading Progress and Reading Coach. Literacy is key to learning. We encourage you to take a look at last week's announcements from the [Microsoft education blog](#) or learn more about Microsoft EDU's literacy solutions at <https://aka.ms/ReadingFluency>.

Let's do this! Here's what's on the agenda for today.

[Support student achievement with dialogue between educators and guardians](#)

[Get more done with new features from Assignments](#)

[Advance reading fluency with Reading Progress](#)

[Help students consider their learning journey with Reflect in OneNote](#)

[Hold more effective class sessions with Teams Rooms, Whiteboard, OneNote, & Teams Meetings](#)

[Help students prepare for the future with updates to Career Coach](#)

[Collaborate using OneDrive and Office 365 in Canvas LMS](#)

[Deliver powerful learning experiences with solutions from Teams partners](#)

[Explore Teams features available for public preview](#)

[Learn more about Teams at an upcoming event](#)

Or click [here](#) to jump right into a quick list of new features without extra descriptions.





The infographic is titled 'DYSLEXIA' in large, bold, black letters. To the left is a blue brain icon, and to the right is a blue open book icon. Below the title is the subtitle 'A 5 MIN GUIDE'. The main content is divided into three columns: 'What is Dyslexia', 'How common is it?', and 'What causes it?'. The 'What is Dyslexia' column describes difficulties with language skills, particularly reading. The 'How common is it?' column states it affects 10% of the population, accompanied by an icon of ten people, one of whom is highlighted in yellow. The 'What causes it?' column notes that some brains process language differently and that it has genetic links. Below these columns is a section titled 'IT IS A SPECTRUM' with a subtitle 'Dyslexia may impact people very differently.' and a paragraph explaining that it ranges from mild to severe and that some people adapt better. The bottom section, 'TOP DESIGN TIPS FOR INCLUDING PEOPLE WITH DYSLEXIA', is set against a light blue background and lists seven categories: Typography, Language, Layout, Video, audio & images, Navigation, and Colour. Each category has specific recommendations for improving accessibility.

# DYSLEXIA

A 5 MIN GUIDE

**What is Dyslexia**  
Difficulties with language skills, particularly reading

**How common is it?**  
It affects 10% of the population

**What causes it?**  
Some brains process language differently. It has genetic links.

**IT IS A SPECTRUM**  
Dyslexia may impact people very differently.

It ranges from mild through to quite severe. Some people adapt better than others. They find mechanisms that make absorbing and sharing language-based information easier for them.

## TOP DESIGN TIPS FOR INCLUDING PEOPLE WITH DYSLEXIA

### Typography

Sans-serif fonts tend to be easier.  
Limit italics and underlining.

### Language

Use commonly used words.  
Limit acronyms.  
Adopt readability guidelines.

### Layout

Provide clear headers.  
Limit column width to 80 characters per line maximum.  
Use white space consistently.  
Don't justify text or double space after a full stop.

### Video, audio & images

Video, audio and images can provide alternative options to reading text.  
Limit text on images.

### Navigation

Offer many paths to content.  
Allow flexible navigation options that allow for very different patterns of thinking / approaches.  
Allow clear paths back one step and back to the start.

### Colour

People with dyslexia often prefer softer colours such as pastels.  
Avoid very low colour contrast.

### Tools

Allow error recovery.  
Provide auto-complete options.  
Offer your site visitors options to change visual elements: font type, size, colours or spacing.  
Offer simple reading versions or text-to-audio tools on the site.  
Test site with Dragon and other AT.



# 'Must Dos': SEND Code of Practice

['Must Dos': SEND Code of Practice \(preparingforadulthood.org.uk\)](http://preparingforadulthood.org.uk)

Within the **SEND code of practice**, the word '**must**' refers to a statutory requirement under primary legislation, regulations or case law. References to '**should**' are not mandatory but expected unless you can justify otherwise.

PfA have developed a short document focusing setting out the 'Musts' and 'Shoulds' in 3 specific sections of the SEND code of practice:

- Chapter 8 (Preparing for Adulthood)
- Chapter 4 (Local Offer)
- A few other helpful sections about Personal Budgets

Please note that this is not an exhaustive list of everything in the SEND code of practice but helps to identify some of the key issues. The numbered paragraphs maybe different depending on which version of the statutory guidance is used.

[Click to Download File](#)



## [Episode 3 - Helping Dyslexia - Dyslexia Life Hacks](#)

"I remember getting quite emotional. Watching you be able to do things, not only you didn't do before, but had resigned yourself to the fact you wouldn't be able to do".

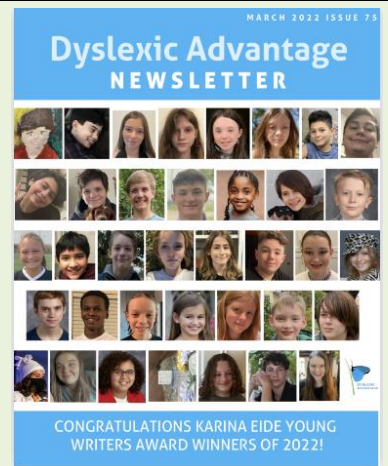
Following on from last week's episode Matt interviews his partner Rebecca who was trained to assist him with the Davis Dyslexia Correction program. They talk about her experiences with dyslexia people at school, university, in the court room working as a barrister and being in a relationship with a dyslexic.

This is a wide-ranging talk where they take a dive into how Matt has changed from before and after the program, helping dyslexic people she represents in law and should you tell the court if you are dyslexic?



## March 2022 Newsletter - Dyslexia | Dyslexic Advantage

Newsletter Archives (back issues) are [HERE](#).



### [How to Talk to Your Child About Dyslexia \(joyoflearningtogether.com\)](http://joyoflearningtogether.com)

The following article was published in SEN Magazine, the UK's leading magazine for SENs.

# Organising chaos

**Bernadette McLean** explains how to help dyslexic students manage the increased demands and potential overload of secondary school

*"What sensible organization would forbid its workers to ask their colleagues for help, would expect them to carry all relevant facts in their heads, would require them to work in 35-minute spells and then move to a different site, would work them in groups of thirty or over and prohibit any social interaction except at official break time. The typical secondary school..."*

**Charles Handy: The Age of Unreason**

**T**he transition to secondary school can be difficult for many children but particularly so for those with dyslexia.

Children encounter a greater number of teachers and subjects, placing a higher demand on organisational skills. There is an increased need for speed of processing and multi-tasking. Higher reading and writing skills are expected, as is the ability to cope with revision and exams.

The changing nature of dyslexia definitions suggests that not just literacy problems are indicated. More recent definitions pinpoint difficulties with organisation, memory, word retrieval, lack of automaticity and speed of processing. Furthermore, it is

encouraging that most recent definitions emphasise the abilities and strengths of dyslexic profiles.

#### **Signs of dyslexia**

Teachers will be aware of known dyslexics in the classroom but others may not have been picked up earlier in the system. It is therefore a good idea to look out for signs of difficulty with literacy based activities, particularly relating to:

- reading speed, accuracy, comprehension and recall
- written output, which may be scant and poorly proofread, often with basic but easy to spell words.

*Dyslexic pupils need to know that it is not stupidity that is causing their problems*

Beyond this, there may be problems in acquiring topic words which can change in meaning from one context to another, such as "bug" and "scale". The learning of a foreign language can be challenging. Listening attentively and recalling information may also present difficulties.

These pupils' difficulties may perplex teachers because, in many ways, they are bright and can often contribute orally very well in the classroom.

Other signs of dyslexia may include an attitude of negativity, loss of self-esteem and motivation, and problems with behaviour. Avoidance of public humiliation may be at the root of this, so questioning why these signs are present is crucial.

### Helping dyslexic learners

There are a number of things that can help dyslexic students:

#### Self understanding

Dyslexic pupils need to know that it is not stupidity that is causing their problems, it is simply a difference in the way they learn. They also need to understand their specific areas of difficulty and the impact these may have on their studies. As one student noted, "I have a poor memory so if you tell me more than three things I won't remember them – I need to see them written down."

Self-understanding and self-advocacy are promoted by the demystification of specific learning problems.

#### Study skills

Tasks need to be broken down into small steps so that these children know how to proceed at all stages of the task – be they flexible strategies for reading, or stages in writing an essay, revising or doing examinations. Metacognitive approaches encourage reflection on these strategies.

Explicit help may be needed with organising time and equipment. Having the right items in the right place at the right time might be too much to manage independently. It is worth remembering that many dyslexic children have dyslexic parents who may have similar organisational difficulties.

#### Extra time

Poor processing speeds for verbal and written information mean that extra time is the most common of reasonable adjustments applied for dyslexic learners. This can involve formal

## *Dyslexia friendly classrooms are those with less auditory input and more visual prompts*

arrangements – such as allowing 25 per cent extra time in public examinations – or simply giving extra thinking time when asking questions in the classroom or giving advanced warning of deadlines. Dyslexia friendly classrooms are those with less auditory input and more visual prompts to help with difficulties with working memory.

#### Alternative means of input and output

Difficulties with speeds of processing mean that these children listen more slowly and take longer to process auditory inputs. A fast paced delivery and complex language can lead to overload and shut-down.

The insistence on written output might be rethought. Is it always necessary to have understanding checked through writing? Perhaps students could watch a video or hear an audio version of the Shakespearean play before they read it. Maybe they could produce a PowerPoint presentation or a mind map rather than a lengthy essay.

#### Using feedback

In *Accelerated Learning in the Classroom*, Alistair Smith writes that self-esteem "can be built and developed with interventions that disrupt the downward cycle of limiting beliefs and negative self-talk". One way that teachers can do this is by providing constructive feedback. Feedback is more useful if we consider it as a feed-forward to future activities. Neurolinguistic programming (NLP) teaches us how to use language in a way that will enhance learning and maybe even alter teachers' expectations of learners. An elegant reframe from Paul

Ginnis's *Teachers Toolkit* is to convert a thought like "he cannot do such and such because...of his SpLD" into "he can if..."

This allows us to explore possible solutions rather than accept the limiting belief. When giving feedback, it helps if we can formulate it in terms of how work can be even better next time. Acknowledge the effort made and compare only with previous work and not with that of peers. Showcase what these learners can do. Encouraging resilience and persistence is vitally important, as they are the ingredients that will lead to success.

It is noteworthy that at a conference on adult dyslexia many years ago, a panel of highly successful adults were all asked the same two questions: "What helped the least in your education?" and "What helped the most?" Their answers were unanimous. What had helped the least had been placement in a remedial group, being treated like a slow learner and being given more of the kind of teaching that had not worked in the classroom; this compounded their feelings of failure. What had helped the most were not expensive solutions, either professional or technological, but simply being believed in long enough by another person that they began to believe in themselves. This is something that any secondary teacher is capable of doing.

If you esteem these pupils they will learn to esteem themselves. This will lead to the development of those skills of resilience and persistence that in time may be the envy of non-dyslexics. **SEI**

### Further information

Bernadette McLean is Principal of the Helen Arkell Dyslexia Centre:  
[www.arkellcentre.org.uk](http://www.arkellcentre.org.uk)

# How HR can help dyslexic employees



Published: 24 Mar 2022

Dyslexia is the most common neurodiversity. Statistically speaking, as many as one in five of your employees is likely to be dyslexic, so it's incredibly important HR understands it and supports employees with the challenges they may face.

Traditionally, organisations have focused on what [dyslexics](#) can't do, rather than what they can – measuring us by our challenges rather than harnessing our strengths.

Because our brains process things differently, dyslexics often find things like spelling, reading out loud and memorising facts tricky.

These are often the skills we are benchmarked and assessed against, or which people link to intelligence. This can sometimes mean employers and colleagues misjudge us as careless or not as capable as other employees.

This has led the majority of dyslexics (three in four) to hide their dyslexia from their employer. If dyslexics hide their dyslexia, it can stop them from getting support and prevent employers from spotting and empowering their dyslexic strengths.

Dyslexics excel at the exact skills that are vital to the future of work – from [creative thinking](#) and problem-solving to collaboration and active learning – and have incredible leadership and people skills.

For instance, 80% of dyslexics are above average at connecting with people, 84% of dyslexics are above average at reasoning and 75% of dyslexics are above average at visualising and seeing the big picture.

It's exactly these skills many companies are [trying to recruit](#) for right now so we need to get better at attracting and retaining dyslexic talent.

As we shift into a world where up to 50% of jobs will be done by machines, a recent survey by charity Made by Dyslexia and recruitment giant Manpower shows the other 50% of jobs which will be done by the human workforce will require the exact skills dyslexics excel at.

Fewer than one in five dyslexics believe their employer understands the strengths of dyslexic thinking. So what can HR do to support and empower dyslexic employees?

## **Change the recruitment process.**

Standardised tests often don't allow dyslexics to showcase their strengths and dyslexic thinking skills. Simple changes like offering dyslexic candidates more time will make the recruitment process more [dyslexia-friendly](#).

## **Show you understand the value of dyslexic thinking.**

Both to current employees and in the hiring process. This will encourage more dyslexics to apply to roles and also empower dyslexic employees to be open about dyslexia at work.

## **Support dyslexic workplace challenges.**

There are tiny things every employer can do to make a huge difference – from keeping meetings short to minimising email overload (try sending voice messages instead) to presenting information in more visual ways and keeping instructions concise (all things that are brilliant for everyone).

## **Empower dyslexic strengths.**

Empower dyslexics to do the things we excel at. Promote us into management roles, where our incredible people skills will help us build [high-performance teams](#). Bring us in on big picture thinking. Get us involved in complex projects with reams of data where our ability to see things others can't will help us come up with breakthrough solutions.

It's time HR redefines dyslexia as a skill not a disability in the workplace and develop a skills-first culture. Let's get better at supporting dyslexic employees and start empowering their incredible strengths.

*Kate Griggs is the founder and CEO of global charity Made By Dyslexia and author of dyslexia guide This is Dyslexia*

*Dyslexia in the workplace:*

[Dyslexia affects workers' memory as well as literacy](#)

[The effect of COVID-19 on hidden disabilities](#)

[Speaking plainly: inclusivity and accessibility starts with the written word](#)

## **[Neurodiversity Guidance | Peer Support Service | Royal College of Nursing \(rcn.org.uk\)](#)**

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## Nessy's Easter Sale!



Use the code: **NESSYEGGS** – For 20% off ALL Nessy Home programs

Give the gift of learning to some-bunny special this Easter  
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[The Dyslexia Home Education Pack | Nessy](#)



### [Fay Wallis](#)

Career Coach, Executive Coach & Outplacement Specialist | CV Expert | Interview Coaching | Career Change Coaching | host of the HR Coffee Time podcast

**Harry** (through tears): "I'm not good at anything Mummy. Everyone is better than me."

**Me**: "That's not true, you're good at lots and lots of things."

**Harry**: "Name me one thing I'm good at."

**Me**: "Making friends - you're brilliant at making friends."

**Harry**: "That doesn't count...I'm not good at anything at school. Everything's too hard. I'm useless."



💔 My heart broke for him at that moment.

The conversation above happened four years ago when he was in year 2 and school had been a constant struggle. It was around the time we realised that Harry was neurodiverse. He was eventually diagnosed with dyslexia.

Tiny changes to help him that we asked the school for were dismissed. We were told, "We're a dyslexia friendly school, not a dyslexia-specialist school" when we asked if he could be excused from weekly spelling tests (weekly spelling tests don't work for most dyslexic children; there are more helpful approaches to take); or if the interactive whiteboard in his classroom could be set to have the background as an off-white instead of brilliant white colour (which wouldn't disadvantage the other children in the class - it would make it easier for him to read).

A change of school, learning more about dyslexia and strategies to support him, Harry's confidence has blossomed. I wish I could go back in time and handle the conversation we had differently.

I'd tell him that he has all the leadership qualities and emotional intelligence that companies need. I'd tell him he is:

✨ **Resilient & determined** - when he finds his schoolwork hard, he'll keep on going until he can eventually do it; asking for help when he needs to and trying out strategies that would never have occurred to me.

✨ **A brilliant teacher** - finding many things at school difficult seems to have given him the ability to explain things to others in simple, easy-to-understand steps.

✨ **Kind & inclusive** - many of his school friends are also neurodiverse. He and his friends encourage and support each other every day.

Despite knowing Harry's strengths, I've been worrying about what will happen when he is old enough to enter the workplace. Just as his first school wasn't inclusive, many workplaces aren't either (often completely unintentionally).

[Melanie Francis](#) also has a neurodiverse son. But instead of just worrying about what will happen when he enters the workplace, she is doing her utmost best to educate the world on how they can be more inclusive of neurodiverse talent.

She is an inspiration to me, so it was a privilege to have her as a guest on the latest episode HR Coffee Time ☕ podcast. Hear what she has to say on "Understanding & supporting neurodiversity at work" by searching for 'HR Coffee Time' in your favourite podcasting app, or using this link: [🔗 https://lnkd.in/dd4nP2r7](https://lnkd.in/dd4nP2r7)



## Extracts . . .

### **FREE SEND Review Guide for Colleges**

The SEND Review Guide for Colleges is [now available](#).

Findings from SEND reviews help improve provision and strategy to appropriately support learners to achieve the best outcomes.

All guides are free to download and available in both PDF format and a white label editable word version.

[Access the guide](#)

### **SEND Development Pathways**

The SEND Development Pathways - produced in partnership with Sea View Trust – are coming soon! These interactive documents aim to support the schools' workforce in accessing free, quality SEND CPD resources and professional support that is targeted towards their role, setting, career stage and ambition.

A webinar for practitioners from all roles in mainstream and specialist settings that will support attendees to identify next steps for professional development, find resources to support their development and take the next steps in their career is already available and will give you a taste of what's to come. You can watch a recording here.

[Watch for free](#)

### **nasen's Assistive Technology Resource Bank**

nasen has been working with 80 schools to explore how Assistive Technology (AT) can remove barriers and support teachers to ensure all children with SEND have the opportunity to succeed to the best of their ability.

The work is part of a training pilot, funded by the Department for Education and delivered in partnership with AT provider, Microlink PC. Take a look and see how you could enhance support for your learners using AT today!

[Access the resource bank](#)

## March's nasen Connect is here!

The latest version of nasen Connect is now here!  
Take a moment to reflect with Connect this March!

Join us for an unmissable look at how a new nationwide initiative is engaging more young people in sport. You'll also be able to enjoy an in-depth look at how RSE plays a critical role in helping navigate the world around them!



nasen Connect is free for all members to access via our digital [E-version](#). Or, if you prefer hard copies for your staff room, you can sign up for our [publication subscription](#).

Access March Connect

## [Why Organisations Need Dyslexic Thinkers - Minutehack](#)

By KATE GRIGGS – 7 March

Around three out of four dyslexics say they hide their dyslexia from their employers. Many feel they must try to fit in, when actually we should be allowing our amazing Dyslexic Strengths to stand out. Because at work, as at school, people Made By Dyslexia are faced with standardised tests that don't suit their non-standard, divergent thinking and their strengths are not always fully understood or capitalised upon, either.



Despite the amount of Dyslexic Thinkers reluctant to share their differences at work, four in five successful dyslexics attribute Dyslexic Thinking to their success. From Sir Richard Branson to the founder of IKEA, Ingvar Kamprad, from Jo Malone to Steve Jobs, each one possessed a unique ability to see the world differently. To ask 'what if?' and 'why not?'. To turn their passion into a successful business that redefined their sector.

Dyslexic Thinking skills haven't just shaped our past. They are 'mission critical' to our future, too. In 2018, we asked EY to help us research the overlap between Dyslexic Thinking skills and the skills of the future, as outlined by the World Economic Forum (WEF).

They produced two ground-breaking Value of Dyslexia reports, one in 2018 and 2019, which found that Dyslexic Thinking skills were an **exact** match for the WEF skills of the future. And the skills that were in decline (and would be automated or taken over by machines) were the very skills that dyslexics find challenging.

Our 2021 'The Dyslexic Dynamic' report with ManpowerGroup highlighted that Dyslexic Thinking skills are even more vital for the post-COVID recovery. The pandemic has sped up the implementation of AI and automation, predicting that by 2025, 50 per cent of jobs will be done by machines, and the remaining 50 per cent of jobs done by the 'human workforce' will require the **exact** skills that dyslexics have. It was official – organisations need dyslexic thinkers – and those who think like them.

So, what are the Skills of Dyslexic Thinkers that make them vital for organisations and their future success? Dyslexic brains are 'wired' slightly differently, meaning they have a different way of processing information. We are naturally curious and highly creative with an ability to unconventionally connect the dots and think laterally. We have strengths in areas like creativity, problem-solving, empathy and communication.

Our heightened abilities in areas like Visualisation and Reasoning skills alongside our natural entrepreneurial traits, bring a fresh and intuitive perspective to organisations. Put simply, we see the world differently. We use these skills to dream big, imagine new solutions and innovate in ways that others couldn't conceive possible.

Dyslexics are brilliant at using their enhanced Reasoning skills to see the bigger picture and simplify things. This in turn can help them to be bold and act fast, capitalising on opportunity. While it may be hard to cope with mountains of paperwork, we are adept at creating clear messages that wins hearts and minds. Dyslexics have an enhanced ability to simplify the narrative and sell the vision.

Dyslexics' unique ability to explore and visualise outcomes can include multiple possibilities or multiple perspectives in business. They can imagine how a certain scenario will pan out, spot gaps and opportunities that others may miss or visualise a product from all angles. This gives them an amazing advantage when it comes to designing new products, inventing new services or improving existing products on the market.

Another skill that sets dyslexics in the workplace apart is their ability to motivate, lead and inspire people. This is born out of our strong Connecting skills and heightened emotional intelligence. Being aware of our weaknesses and the need to focus on our strengths, we also become expert delegators.

By having this greater understanding of ourselves and others, we're able to create brilliant teams to grow companies faster. And when it comes to communicating with our customers, our high levels of emotional intelligence, empathy and passion mean we are great at understanding how to reach and inspire them. This builds brands and products that truly connect with customers in a powerful authentic way.

Dyslexic minds may be restricted by our school system but in the world of business, where thinking differently gives you a competitive edge, we focus on our strengths and flourish. That's because creative thinking comes naturally to dyslexics.

It helps us to approach old problems in new ways. Being unconventional in a same-same market helps us to disrupt industries and give customers an alternative.

It's vital we support everyone with dyslexia to realise their potential in the world of work. We must celebrate their imagination, creativity and problem-solving – the skills our organisations need for the future.

*Kate Griggs is the founder and CEO of global charity [Made By Dyslexia](#) and author of dyslexia guide [This is Dyslexia](#) (Penguin, £11.99) and children's book [Xtraordinary People: Made By Dyslexia](#) (Penguin, £6.99).*



**Samantha Nuttall** (Founder - The Neurodivergent Coach) wrote on LinkedIn:

### What is neurodiversity?

For a quick and easy explanation about Neurodiversity - this video is great: [What is neurodiversity? - YouTube](#)

Here's to all the Neurodistinct and Diverse brains who contribute so much to the workplace and every corner of society and especially to all my dear friends and colleagues who work so hard at the coalface of inclusion every day.

As 15% of the population we still face many challenges in terms of accessing Education, Employment and just day to day things and yet so many of us work over and above to change things for the better for others.



### ▶ [Dyslexia and mental health \(DyslexiFest 2022\)](#) – Dyslexia Scotland

Can dyslexia cause mental health issues? How does dyslexia affect mental health? This video shares clips of a documentary about dyslexia and mental health and a panel of experts discuss the issues. This recording was made as part of DyslexiFest 2022 in partnership with Bluestar Streaming: <https://www.youtube.com/channel/UCIXb...>

Featuring: Professor Amanda Kirby, CEO of Do-IT Solutions Ltd, dyslexic adult Keith Macaldowie, Pennie Aston, Founder and Director of GroOops, Jennifer Ewan, singer-songwriter, Trevor Thomson filmmaker and Director of Blue Star Streaming, Cathy Magee, CEO of Dyslexia Scotland.



### ▶ [The journey to a dyslexia-friendly Scotland | Our strategy](#) – Dyslexia Scotland

We're proud to be leading the way to a dyslexia-friendly Scotland. Our three-year strategy sets out the route map, to bring us closer to a fully inclusive country that values the skills and talents of its dyslexic community.

Whether you are a person with dyslexia, or a changemaker who strives for dyslexia inclusion in your setting, you are on this journey with us. Dyslexia-friendly Scotland, here we come!



# Dyslexia Box



NEW Guest Blog

## 'Workplace Coaching: A Dyslexia Coach's Perspective'

[Guy Brewer](#) has written this month's brand new guest blog.

Guy is an Independent Dyslexia, ADHD and Dyspraxia Work Coach and associate coach for Dyslexia Box.

In this blog, Guy goes into detail about workplace strategy coaching sessions. He discusses what they are, what happens within a session, the process and trying to see results, how it makes him feel as a coach and much more!

Guy's personal and vulnerable approach to this blog really shines through and will give you a chance to truly understand why workplace coaching is so vital for individuals with neurodiversity.

*"For me, it is a great privilege to be a workplace coach."*

**Guy's blog is titled:** 'Workplace Coaching: A Dyslexia Coach's Perspective'

[Click here to read Guy's blog](#)

## Podcast - The Dyslexia Life Hacks Show

### Episode 19 – 'Studying A PHD, Assessing For Workplace Adjustments And Dyslexia In Acting'

*Show hosted by Matthew Head*

*Episode 19 featuring Dr Deborah Leveroy*



The Dyslexia Hacks Show with [Matthew Head](#) featuring [Dr Deborah Leveroy](#).

Our Neurodiversity & Inclusion Lead DR Deborah Leveroy recently spoke on the Dyslexia Life Hacks show about the inspiration for her PhD research in dyslexia, workplace adjustments and performance practice, her work with actors and performers, and how she uses these experiences in her role at Dyslexia Box, developing neuro-inclusive adjustments and initiatives across all sectors.

[Click here to listen to the podcast](#)

## Dyslexics in the news

Jack shares his dyslexia story to help inspire his young peers. Jack explains how he couldn't understand why he was unable to do things that others found easy, but with support from his parents and school he has found a love of poetry and doesn't let his dyslexia stop him doing the things he likes most. Read the full story below and at: <https://bit.ly/3JuSOG>

Mum and Dad realised I was having challenges at Nursery and in Reception. My teachers were concerned too because my oral skills were really good but I couldn't read or write much. My head teacher diagnosed me as severely dyslexic in year 1 when I was 6.

**“Being dyslexic doesn't stop me from doing the things I like”**



My challenge was I couldn't understand why I was unable to do things that others could do easily and it made me feel dumb. My teachers and my mum and dad think I am good at poetry and I came second in a recent competition in school. I am really good at trampolining and gymnastics too. Being dyslexic doesn't stop me from doing the things I like. I recently learned about other people who are dyslexic at school when we had a lesson about neurodiversity. I already knew that Richard Branson is dyslexic but I found out that Tommy Hilfiger is too. He wasn't diagnosed at school so didn't get any extra help yet he is really successful, he thinks his dyslexia causes him to think differently to other designers and that is why he is so successful!

### **Learning can be fun!**

Mum and Dad arranged for the school to have a specialist Dyslexia teacher to come in twice a week. Her name is Sarah and she makes my learning fun, we played Wordle last week. She still did my lessons on Zoom all through lockdown and I learned lots during that time as it was Mum helping me. My Teaching Assistant helps me in school now and she says I write better when I walk around which is what I did when I wrote my poem - I said the words and she wrote them on the computer for me. My mum did this for me during lockdown and found I was good at writing as long as she wrote the words for me.

### **This is my poem - Lonesome Woodpecker**

*The vibrant woodpecker all alone in a thick green oak forest, Scared of there being predators behind every tree trunk, No predators around, just him and him alone, Just a lonely woodpecker, All alone in the trees, nothing to do, Just pecking away at the gargantuan tree's.*

*Feathers as black as night without a glimpse of light, Beak as sturdy as stone, Quick as a flash from tree to tree, Just him and him alone.*

*He thought it would be nice being alone, But he thinks ahead and knows being alone means you will die alone, No one to mourn his death. A fear of dying alone, he searched high and low for a friend, Countless days go by without a sight of anything, just trees and luscious green leaves, Crestfallen, all alone.*

### **My Advice for someone who has recently been diagnosed with dyslexia:**

Getting help is really important. Don't worry about finding it difficult to read and write. Take your time and make use of technology. I use Chromebook in school and love listening to my books on audible at home. It is not always a bad thing!

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## **Matt Baker on how dyslexia has made him better at his job**

By Hannah Stephenson, PA  
9 March

Autocues, scripts and emails – which he has to read out live on TV – have proved a nightmare over the years for Matt Baker, who has dyslexia.



Now 44, The One Show and Countryfile presenter – who was recently awarded an MBE in the New Year Honours list – says he has developed a photographic memory, which helps him cope with scripts. But he recalls how, at school, he how he would look at the words on a page and they would jump around or just look jumbled and he would stop mid-sentence, often making up the end of it.

In his world, full stops are non-existent, he can't fathom where one sentence ends and the next begins. Being a countryman and making the most of the great outdoors has helped him escape from his struggles with dyslexia though – and Baker recently wrote a book, a memoir called A Year On Our Farm.

Today, he's back at home on his smallholding in the Chilterns with his wife Nicola and two children, Luke and Molly, after a year at his parents' farm in the Durham Dales, where he made the Channel 4 documentary, Our Farm In The Dales, which has been commissioned for a further two series.

Here, Baker tells us more about his life with dyslexia...

### **When did you know that you had a problem?**

"I've never not known that I had a problem, because my dad's heavily dyslexic. I've grown up knowing that things are quite tricky in that department. As soon as I started having problems at school, it became very evident, really."

### **Was it ever officially diagnosed?**

"Dad was officially diagnosed and I just went along with everything he does to get through it."



### **How hard did dyslexia make school life?**

“I just wasn’t interested in the subjects I really struggled with – and I didn’t realise at the time. Reading was always an issue and even now, reading aloud is a nightmare. No matter how hard I try, I can’t read aloud.”

### **How does that affect you working on TV?**

“The scariest thing someone can do to me is hand me an email on live television and ask me to read it out. It does something to me. It’s absolutely petrifying. Whatever I read, I learn. I block it all out in ways which means I can recognise sentences. We [people with dyslexia] recognise words but we don’t read them as such. It’s like flash cards all the time. If you see something, you say what you think it is and then you dig yourself out of it if you’re wrong.”

### **Before you were a TV presenter, you went to drama school in Edinburgh. How did dyslexia affect that path?**

“Acting was great because it meant I could learn the words. I’d get books and plays at the city library on audio books so I could listen to them.”

### **How did you cope with autocues and scripts on TV?**

“Script meetings were horrible for me, where somebody wants to sit down and read a script – that was awful. I’d get in and read ahead of time and make suggestions from that. With autocue, I found a font called Dyslexie, which stops the words from jumping on the line and we got it put on the autocue. I always get my autocue spaced out, so that I can see the phrase and I say what I think it says. It’s as hard for the autocue operator as it is for me.”

### **Have you ever made any howlers using that technique?**

“Oh, every show. It’s constant, never-ending. If I started working with a producer who didn’t really understand my challenges and they said, ‘I’ve changed the last thing, just read what it says’, now that is hideous for me.”

### **Has dyslexia helped your interview technique at all?**

“I listen to people more in my interviews because I’m not reading from the autocue. I will only ask what’s relevant to what somebody is saying to me, because I’m listening to what they are saying.”

### **Have you developed any techniques for managing dyslexia?**

“Trust me, I’m the world’s biggest try-hard. I have tried everything, and the best system I’ve got is that when I do read aloud, all of my full-stops are slashes. I will print out on blue paper because the reflection of the white doesn’t really help. I put certain key phrases in bold and then you don’t get hung up on incidental words.”

### **Do you have any advice for other people with dyslexia?**

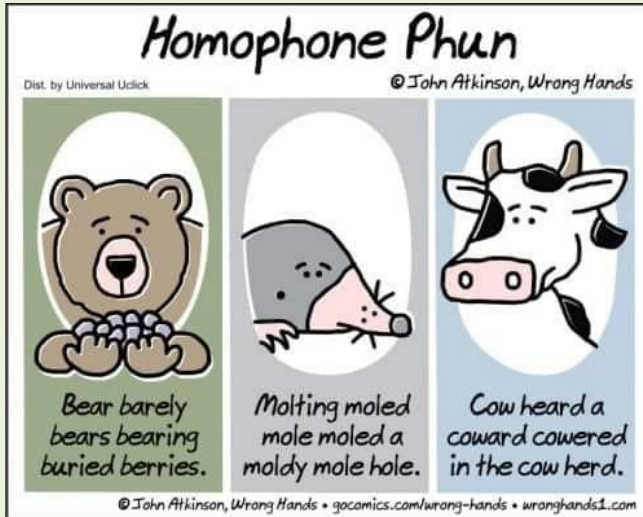
“Don’t fear it, because it’s the best thing ever. My dyslexia has inadvertently gifted me with an interview style people seem to find relaxing. If somebody asked me if I could live my life again without dyslexia, I would say no, because you recognise things and you do things differently to the way everybody else does, and that gets you to the front of the queue.

“You see things which are very obvious to you. I’m very practical and visual – that’s what I’m drawn to. And you find ways around challenges and it gives you a different perspective on life.”

A Year On Our Farm by Matt Baker is published by Michael Joseph, priced £20. Available now.

**Wording at the end of an email:** 😊

\* Please excuse any typos or misspellings...  
I often dictate to Siri, but I think she's dyslexic.



## How to dress for Spring



### A memory popped up on my Facebook page today from 2012:

“Caroline has a scrambled brain having spent another full day working on her dyslexia assignment. She won't be surprised to find herself saying 'phonological awareness' in her sleep tonight! On to assignment 5 now - all about reading skills. I've had to learn the difference between phonological awareness, phonetics, phonology, phonemes and phonics!

## Caroline Fowke

WDA Secretary and Helpline  
[caroline.fowke@btinternet.com](mailto:caroline.fowke@btinternet.com)  
Home: 01249 655489  
Details - see our [flyer](#)



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