

News

WDA AGM REPORT

The WDA held its virtual AGM on Thursday evening (10th February), which was followed by David Williams' brilliant presentation on strategies to use with dyslexic students to support their revision.

We welcomed about 20 people to the meeting. The draft minutes from our previous AGM were approved together with the accounts for 2020 – 2021. Matters arising were covered in the Chair, Admin and Treasurer reports sent out previously to all members and others who were known to be attending. Highlights from the reports were presented and discussed.

Dr Helen Ross was re-elected as Chair and Caroline Fowke as Secretary and Treasurer. In addition, the following were happy to continue on the committee: Christine Ellerby, Emma Long, Simon Long, Joy Osborne, Tessa Polniaszek, Beth Stubbs, and David Williams.

Anyone is welcome to join us for a meeting and we are hoping for a get together without using computer screens as soon as possible!

We were extremely grateful to David for being our guest speaker. His talk was absolutely brilliant – so informative, and the strategies he provided are great for all students, not just those who are dyslexic.



LINK TO RECORDING:

“Revision When It’s Hard to Revise” David Williams

<https://drive.google.com/file/d/1TFapHzjZ2OJF1eXPGwe-3g6O8oFx48uW/view?usp=sharing>

His presentation was very well received:

“A very interesting talk from David.”

“Thank you so much! Great talk.”

“Thank you David, that was so informative and helpful.”

“I really enjoyed David's excellent presentation.”

“Thank you, that was a wonderful talk and brilliantly presented.”

“Really useful talk. Thanks.”

“Thank you David, I thoroughly enjoyed your talk.”

“What a super talk. David is full of empathy, as well as knowing his stuff.”

“The talk by David Williams was excellent. I expected it to be useful for my granddaughters who are dyslexic, but I think I have to share it with all of my grandchildren who are in secondary school as it was so relevant for all of them. Thank you.”



IMPORTANT ANNOUNCEMENT!

The WDA has changed its Facebook page name from 'Dyslexia Support Group – Chippenham' to [Wiltshire Dyslexia Association](#)



This year we will be celebrating the huge milestone of 50 years since the founding of the British Dyslexia Association.



"In our 50th year we will begin to create a society which embraces the benefits dyslexic people bring by being their voice, breaking through the barriers and promoting action and awareness. Change society not people with dyslexia".

CEO Gillian Ashley

As our 50th Anniversary approaches we will be looking back to reflect on how the recognition and provisions for dyslexia have come a long way. The best methods to teach dyslexia children so they reach their potential are now known and hundreds of specialist teachers are trained every year.

The genetic link is understood and recognised by the majority, and we can identify dyslexia earlier. The reasonable adjustments needed by dyslexic people are now expected to be provided by law in the workplace and schools. We are so proud to have been part of these changes.

When we were first formed in 1972, many people were saying that dyslexia didn't 'exist'; now we run conferences with renowned speakers and delegates, producing new information, research and hundreds of training events each year. Over the past 50 years we have accredited the training for thousands of specialist teachers; the Helpline has supported hundreds of thousands of people affected by dyslexia, and many government policies and initiatives have been influenced.

We are the voice of dyslexic people. We aim to influence government and other institutions to promote a dyslexia friendly society that enables dyslexic people of all ages to reach their full potential.

Our Mission

- Campaign and lobby for long lasting and sustainable change for the benefit of dyslexic people
- Provide impartial and objective advice and support to dyslexic people and those with whom they come into contact
- Set the standards for and accredit dyslexia knowledge and professional expertise
- Deliver innovative solutions which break new ground in the field of dyslexia

- Disseminate and share best practice regionally, nationally and internationally
- Promote research

Our campaign areas

We promote early identification of specific learning difficulties (SpLD) and support in schools to ensure opportunity to learn for dyslexic learners.

In November 2007 at the BDA AGM, Members agreed the British Dyslexia Association Policy on the Early Identification of Specific Learning Difficulties. This forms the basis of BDA lobbying in this regard.

- To encourage all education and training providers to become dyslexia-friendly
- To reduce the number of dyslexic people experiencing disadvantage in society
- To enable dyslexic people to achieve their potential in the workplace
- To celebrate the talents and abilities of dyslexic people

Helpful Links:

Helpline: Telephone 0333 405 4567: Email address: helpline@bdadyslexia.org.uk
[Helpline web page](#)

Fundraising
[Fundraising web page](#)

Case Studies - Real life stories from our dyslexia community
[My Dyslexia Story](#)

Helpful advice for Children, Adults, Educators and Employees
[Advice web page](#)

Our full range of services - Training courses, Assessments, Professional Accreditation and so much more.
[Services web page](#)



Orthoptist referrals in Wiltshire

For up-to-date information about orthoptist referrals and further information about visual difficulties see the full leaflet on our [Right Choice page](#) under 'Useful Resources'.

[PDF | Orthoptist Information Jan 2022](#)

Microlink AT Launch



We're delighted to be leading the Department for Education's new training pilot, in partnership with Assistive Technology (AT) provider, Microlink, which explores how AT can remove barriers and support teachers to ensure all children with SEND have the opportunity to succeed to the best of their ability.

Children's Minister, Will Quince, will formally launch the initiative in a virtual event at 3.30pm this afternoon. Minister Quince will be speaking alongside nasen CEO, Annamarie Hassall MBE, and CEO of Microlink, Dr Nasser Siabi OBE, to a closed audience of AT Champions from over 80 mainstream schools across the country.

The AT Champions will benefit from a series of training sessions over a six-week period, with the aim of sharing knowledge and best practice that will enable them to lead a whole-school approach for the benefit of all learners, including learners with SEND.

A range of resources will be made available for all nasen members – not just participants of the pilot – through the Assistive Technology Resource Bank.

In this suite of resources, you will find a self-evaluation and action-planning framework, together with supporting documents that will help raise awareness and deepen understanding of AT. Over the course of the pilot, more resources will be added, including documents outlining AT possibilities, reference sources, AT Spark videos and case studies to support your professional development.

Please check regularly for the latest updates and additions.

[Find out more](#)

REMINDER!

Dyslexia
SHOW

Europe's Largest Dyslexia Event

25th–26th March 2022, NEC Birmingham

[Register Now](#)



DEAR stands for 'Drop Everything and Read'. It's a reading activity that's been popular in primary school classrooms for over a decade, and it's where everybody takes time out of their day to focus on reading.



...but it's not a way of reading that works for everybody. For people with low literacy, dyslexia and even other neurodiversities, DEAR can feel restrictive, or isolating - some people need support to read, and some need different stimuli, and some simply don't read well in every environment.

Here at [Succeed With Dyslexia](#), we want to create a shared experience where everybody comes together in a community that's focused on developing a love of reading, and breaking down the stigma that surrounds reading aids and assistive technology in the process.

That's why we've put together a bumper programme of media, competitions events that **everybody** can enjoy this March and April, and we want to celebrate all the ways that our world reads by creating a social media wave of neurodiversity, assistive tech and reading positivity.

Find out how you, your family and your school can take part *absolutely free* by clicking the button below!



Events

WEBINAR: EXAM ACCESS ARRANGEMENTS

JCQ REQUIREMENTS FOR READING HELP

JIM BOWEN

CAROLINE READ
Communicate Ed

15TH FEBRUARY 3: 30 PM (GMT)

Tuesday, 15 February @ 3.30pm

Scanning Pens

What types of access arrangements are available for your students?

Join us and Communicate Ed's Caroline Read as we uncover the best tools and courses.

Full details at: [Webinar Events | Support | Scanning Pens Ltd](#)



We have lots of interesting virtual online events coming up with amazing experts! <https://www.positivedyslexia.co.uk/>

Dyslexia: Good Teaching and Learning Practice: Ask the Expert Webcast

Thursday 17 February @ 7:30pm - 8:30pm

Part of the [Positive Dyslexia Ltd training events](#) collection.

FREE OFFER to WDA members

We are delighted to share this link with you to attend live (or receive the recording) of the up-and-coming webinar with Katrina Cochrane free of charge.

Your **free ticket** can be booked by clicking the **LDA** ticket option here:
<https://www.eventbrite.co.uk/x/dyslexia-good-teaching-and-learning-practice-ask-the-expert-webcast-tickets-250054268047>

What is a Webcast?

Here at Positive Dyslexia, we not only want to share our expert's knowledge in a webinar style session, but we also want you to be able to chat with our experts and ask lots of questions just like a podcast too . . . so our webcast broadcasts have arrived!!

Session Content?

Our first session with Katrina Cochrane will explore what dyslexia friendly good teaching practice is - with lots of practical ideas and top tips. We will also explore how we encourage reluctant learners to engage and reach their full potential. Do join us with some questions too, as there will be plenty of chances to ask questions!

The session is aimed at: Parents, Teachers and other education practitioners.

Can't join us live?

Don't worry - we will share the recording post-broadcast.
We will also share (via email) an attendance certificate too.

Katrina Cochrane is a specialist teacher, assessor and author. She works at a strategic level with organisations as well as still working with educators, families and children. She is the Founder and Director of Positive Dyslexia: [Positive Dyslexia Ltd](#)



Wednesday 2nd March at 7.00pm

On Wednesday 2 March at 7pm the BDA and Succeed with Dyslexia are joining forces to co-host a Facebook Live discussion on the trouble with learning to read.

Do you remember learning to read? Or are you supporting a child with their reading? For most, it is a process that they acquire easily, but for dyslexic learners it can come with many challenges.

Have you ever wondered whether the way they were being taught suited their way of learning?

Join experts from our panel to hear why the BDA are concerned about the Government's policy to promote Systematic Synthetic Phonics (SSP) as the sole method of teaching reading and why they have raised a petition asking for the Government to revise its policy.

Our panel includes:

- Julia Clouter, Head of Educational Services, Succeed with Dyslexia
- Sue Flohr, Head of Policy at the BDA
- Helen Goodsall, Knowledge & Information Manager at the BDA
- Hannah Flohr, parent of a child with dyslexia

Have a question ahead of the event?

Post it in the discussion tab and the panel will answer during the event

[Click here to access the event](#)

<https://www.bdadyslexia.org.uk/news/facebook-live-the-trouble-with-learning-to-read>

Gloucestershire
PATOSS

www.patoss-wix.com/patoss

Dominic's PhD at the University of Derby, explored the origins of maths anxiety. He found that the underlying factors that can negatively influence the maths experiences of older populations are also experienced by children as young as 4-7 years, suggesting an earlier onset than had been previously theorized in the area. This resulted in the development of the Children's Maths Anxiety Scale UK (CMAS-UK). He also has a research interest in developing and testing the efficacy of strategies to reduce maths anxiety and increase attainment for our pupils across the age range.

Dr. Dominic Petronzi

**Understanding of and Potential Approaches
for Maths Anxiety in our Learners**

WEDNESDAY 2ND MARCH 2022

Talk starts @ 7.00pm

via ZOOM

**NB Please enter the waiting room
between 6.45-7.00pm.**

Please provide your own refreshments!

Open to PATOSS members and SpLD/SEN/Educational professionals
£5 Local Group Members; £6 National Members; £15 Non-members

To book a place contact us by email at patossglosevents@yahoo.co.uk

CONFERENCES

Posted on [January 28, 2022](#) by [AccessAbility Smyles](#)



Myles Pilling - AccessAbility Solutions - Specialist SEND ICT-AT Consultant

You don't see one for ages then 4 come along all at once! Conferences, not buses. I seem to be popular in the dyslexia community in the UK so if you want to catch up with me at any of these events both virtual and face to face do take a look and book yourself in.

BDA – March 17th

[Book now](#)

“Building confidence in using Assistive Technology”

The aim of the session is to show simple, fast and cost-effective apps that can help overcome barriers to writing, reading and learning. Building confidence in both the teacher and the pupil in using AT is essential for effective learning in the 21st Century.

By the end of the session, you should have a wide understanding of what apps are available out there for all platforms (iOS, Chromebook, PC, Android) and all devices that can improve access to learning . There will be an emphasis on Google and Microsoft products and how they can be made more accessible for the school setting.

The Dyslexia Show – March 25th

[Register Now](#)

“Using assistive technology that makes a difference “

We will be looking at the tools that can help dyslexics overcome learning barriers and become more independent in their recording and access to learning. Using cloud based and bespoke apps to demonstrate how these important apps can improve outcomes.

PATOSS – 23rd April

[Book Now](#)

[Patoss 2022 Virtual Annual Conference & AGM \(patoss-dyslexia.org\)](https://patoss-dyslexia.org)

“Free assistive technology”

Microsoft , Google, Apple, Android accessibility

There have been great changes to make everyday software that is more accessible. This session will cover both Google and Microsoft developments. We will look at the main tools that make these applications more accessible for all. Google Docs have features that allow voice input. Gmail can have speech input to make emails easier. Microsoft Word can be read to you and also use voice input to make writing more fluid. We shall also be looking at free extensions to browsers that make accessing text easier and more productive. The pros and cons will be discussed of free as opposed to specialist software. Both have their place and understanding how and when to use free or specialist programmes will be discussed. By the end of the session participants will have a clear idea what these products can do and how best to use them.

[Virtual Literacy Conference 2022](#) [Thursday 17 March 2022](#)

The Literacy Journey through Education for those with Dyslexia

This year's literacy conference will highlight key factors in literacy learning which affect individuals with Dyslexia throughout education.

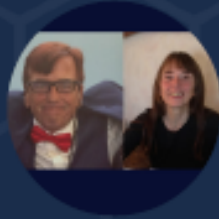
We have a fantastic line up of speakers and networking opportunities



Myles Pilling
AccessAbility Solutions - Specialist
SEND ICT-AT Consultant
Building confidence in using Assistive Technology.



Professor Usha Goswami CBE
Director, Centre for Neuroscience In Education
Phonics Tuition, Dyslexia and Literacy: A Brain-Based Perspective.



Sandra Sinfield
SFHEA, CoLP, UTF
Tom Burns
SFHEA, CoLP, UTF
'It's Learning Development Jim - but not as we know it.'



Dr Neil Alexander-Passe
SENCO (secondary), Inclusion Expert, Book Author, Academic
Dyslexia and Mental Health: Helping people identify destructive behaviours and find positive ways to cope.



Amanda Abbott-Jones
Dyslexia Support Tutor
Dyslexia In Higher Education: Anxiety and Coping Skills

Discounts available for BDA students and LDA's

[Please click here for more information or to book a place](#)

British Dyslexia
Association

[Virtual Literacy Conference 2022 - The literacy journey through education for those with Dyslexia - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Discount available to WDA members if Caroline Fowke emails names to the BDA.
Please let me know at: caroline.fowke@btinternet.com



[In Conversation: Gillian Ashley - YouTube](#)

Gillian Ashley is Chief Executive Officer of The British Dyslexia Association, an organisation that aims to influence government and other institutions to promote a dyslexia friendly society that enables dyslexic people of all ages to reach their full potential.



In July 2020, Gillian Ashley appeared on a Leaders Council of Great Britain & Northern Ireland podcast, discussing the importance of leadership and the impact it has had on her career to date.

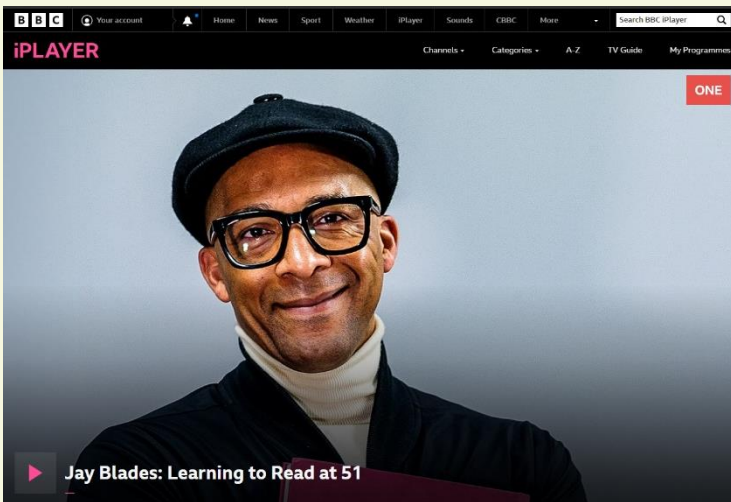
In this episode, Gillian discusses her views on leadership, as well as the impact of Covid-19 on education, screening and the work of the British Dyslexia Association.



[Episode 17 – Dyslexia Show 2022 - Dyslexia Life Hacks](#)

In this episode of The Dyslexia Life Hacks show we talk to Arran Smith who is the founder of [Dyslexia Show](#), this is a live event happening in the Birmingham NEC with the Inaugural event happening on the 25th to 26th March 2022. This event has many exhibitors and speakers on all things dyslexia including Matt who is speaking on the Saturday at 3pm.

As well as understanding the idea and drive behind the Dyslexia Show. We also talk about in this podcast, Arran's background, and his work with the British Dyslexia Association, as a youth volunteer through to now be a non-executive director. He got made redundant and this changed his life and moved him into entrepreneurship. He has set up many companies all with the aim of helping the neurodiverse. These include learning platforms, being a dyslexia consultant to Microsoft and being a governor at his daughter's school. He calls himself the dyslexia entrepreneur.



<https://www.bbc.co.uk/iplayer/episode/m0013wci/jay-blades-learning-to-read-at-51>

Jay Blades, presenter of *The Repair Shop*, has decided it's finally time to learn to read. He has been told he has the reading age of an 11-year-old. Throughout his life he has found ways of avoiding the written word, and this film digs deep into how this has shaped him.

Blades left school with no qualifications and nothing to his name than a reputation as a great fighter. Can he now, in mid-life, tackle what he failed to learn the first-time round?

He's not alone in facing this issue. Research findings suggest that a quarter of all children in England leave primary school, like Blades, unable to read to the expected level. More than eight million adults in the UK have poor literacy skills, and half of all prisoners either can't read or struggle to do so.

Using a system developed for use in prisons by the Shannon Trust, Jay commits to learn to read with Read Easy, a charity whose volunteers do one-to-one coaching. Along the way, he revisits key moments in his life that were shaped by not being able to read: the 'learner' class at school, the dead-end jobs he had to take because he had no qualifications, and not being able to read his children bedtime stories. Daughter Zola is now 15, and Jay wants to read her a story before she reaches adulthood on her next birthday.

Following Jay over six months of learning, this intimate and revealing film goes behind closed doors to see how he organizes his upholstery business without the written word, manages on *The Repair Shop* without scripts and struggles each day with his vowels and consonants as he tries to learn phonics. We meet Jay's girlfriend Lisa, his daughter Zola and his 'adopted' family who all help him with his reading challenge. Jay also meets school pupils and adults who struggle with reading and writing, as he discovers the human stories behind the nation's literacy statistics.



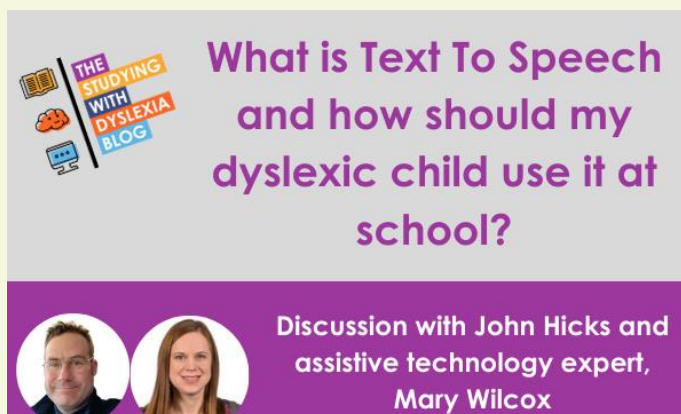
Theo Paphitis writes:

"Because I am dyslexic everything was a challenge for me, just the simplest task at school was a challenge, so I had to find workarounds - it would be unconventional and slow, but I would always get there in the end."

"If this documentary has done anything it has only made me more confident in my belief that dyslexic people have this uncanny ability to break down complex problems by finding workarounds that I have never seen before in another group of people."

"Well worth a watch!"

Webinar recording available now.



What is Text To Speech and how should my dyslexic child use it at school?

Discussion with John Hicks and assistive technology expert, Mary Wilcox

Aventido's very own Mary Wilcox took part in a webinar with [The Studying With Dyslexia Blog](#) to share her expertise in text-to-speech technology as well as her experience as a teacher.

Interviewed by John Hicks, Mary helped to explain what text to speech technology was and then explore how it could be used within the classroom, exams as well as with homework at secondary school level.

The registrants on the webinar consisted of teachers and parents and they were encouraged to submit questions to Mary which were answered live.

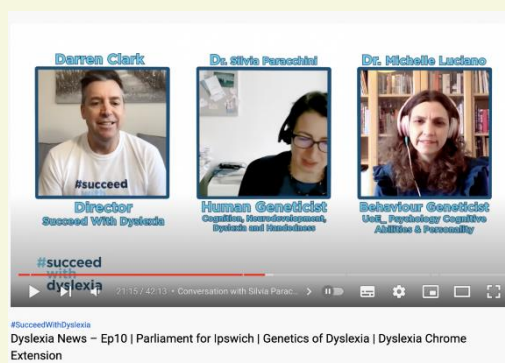
Mary used the text to speech product, TextAid, to demonstrate the concept of text-to-speech and is offering free training for parents on how to use it.

Click the button below to view your questions, the video and find out how to book your free text to speech training.

[Click here.](#)



Don't Forget To Check Out Our Dyslexia News on YouTube!



We've been busy chatting all things dyslexia and diagnosis with Tom Hunt MP, exploring the genetics of literacy differences, and finding out all about the thinking behind a brand new Chrome extension that looks like it could really change things up for folks with dyslexia.

So when you've got a moment, join us on YouTube for our [brand new episode!](#)

Details on next page.

[Dyslexia News – Ep10 | Parliament for Ipswich | Genetics of Dyslexia | Dyslexia Chrome Extension - YouTube](#)

[SucceedWithDyslexia](#)

Welcome to Dyslexia News! Where we hear from the dyslexia community on projects, funding and missions taking place all over the world!

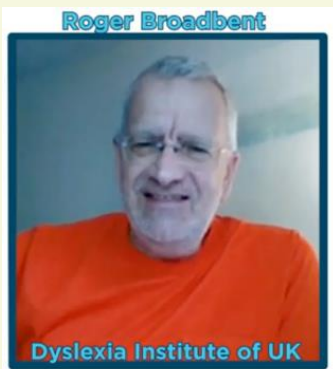
[00:00](#) - Welcome to Episode 10 of SWD news.

[00:59](#) – Interview with Tom Hunt. Member of Parliament for Ipswich.
Darren's interview with Tom Hunt. We'll learn how we can focus on and cater to individuals with dyslexia in order to make sure their educational needs are met.

[19:26](#) – Conversation with Silvia Paracchini & Michelle Luciano.
We delve into the genetics behind dyslexia and the different ways that the learning difference effects people including the impact interests and personality traits have on dyslexia. Be sure to check out our SWD blog for more information:
<https://www.succeedwithdyslexia.org/b...>

[28:17](#) – Interview with Jimmy Baldwin. Creator of a Dyslexia Browser Chrome Extension.
What challenges does the dyslexia community face when trying to research material online? Join Jeff as he chats to Jimmy Baldwin, who created a Dyslexia Browser Chrome Extension.

[36:08](#) – Webinar with Katy Parkinson. Founder/Director at Lexonik



[The Dyslexia Friendly Education Project | Roger Broadbent - YouTube](#)

Join Hannah Smith and her interview with Roger Broadbent. Explore how one city in northern England is putting excellent dyslexia support at the heart of education.



[Why I Gave My Main Character Dyslexia: Interview with Author - Laura Rueckert - YouTube](#)

Laura Rueckert, the author of a Dragonbird in the Fern shares her inspiration for the book and explains why she decided to include a dyslexia theme throughout the fantasy story.

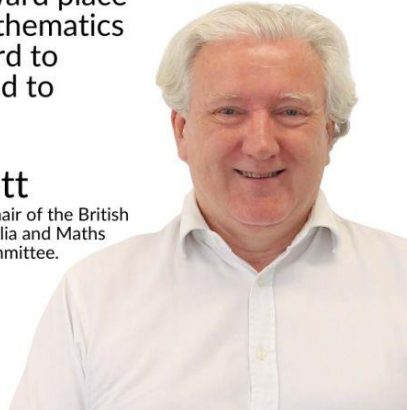
”

We live in a world where maths is perceived as this inaccessible and abstract community of practice, a thing that exists on its own, that for many only happens in school and must be done quickly and in your head. We have got ourselves in a bit of a muddle. Fortunately, many people recognise the awkward place we inhabit with mathematics and are working hard to change attitudes and to recognise barriers.

~
Pete Jarrett

Founding member and current chair of the British Dyslexia Association Dyscalculia and Maths Learning Difficulties Committee.
Tutorum.tech

DyStInCt
Magazine



[DyStinct Magazine](#)

Dyscalculia- A short introduction to the definition of dyscalculia and the relationship to other barriers in maths learning

[Pete Jarrett](#) (Founding member and current Chair of the British Dyslexia Association Dyscalculia and Maths Learning Difficulties Committee, Co-Founder and MD of Tutorum Technologies Ltd and Founder of Tutorum Learning and Assessment Ltd [tutorum.tech](#)) examines the definition of dyscalculia and explores the various barriers to engagement with maths learning in his article 'Dyscalculia- A short introduction to the definition of dyscalculia and the relationship to other barriers in maths learning' in the November issue of the DyStinct Magazine-

<https://lnkd.in/g6gPsduA>

[Supporting Neurodiverse Talent In The Workplace](#) [\(forbes.com\)](#)

Stephen Frost
Contributor
Diversity, Equity & Inclusion

I am CEO and Founder of Included, a diversity and inclusion consultancy. I cover D&I issues as they relate to corporate and political activity.

Follow me on [Twitter](#) or [LinkedIn](#). Check out my [website](#).
The conversation has been edited and condensed for clarity:



Neurodiversity is a fast-growing category of organizational diversity and inclusion that employers and managers need to be aware of in order to embrace and maximize the talents of people who think differently. Sam Bevan, director of emerging at Snapchat, joins Stephen Frost, CEO of *Included* to discuss inclusion of neurodiverse employees at work.

Sam, who is dyslexic himself, is keen to offer his insight into the challenges of living and working with a learning disability, and the steps that companies can take to increase representation and inclusivity of neurodivergent employees.

As a former employee of Google, he provides insight into the steps the tech industry is taking to facilitate lateral thinking and alternative methods of working in order to gain a competitive edge.

What does neurodiversity mean to you?

Sam Bevan: To describe it simply, neurodiversity means people who think differently from the way the majority do. Often dyslexia is thought of as a disability, but I really think this is an injustice. The fact of the matter is it's simply a way of thinking, and one which when harnessed correctly can be someone's biggest strength.

Stephen Frost: The term neurodiversity is often used in the context of people who are dyslexic, ADHD, autistic, and dyspraxic. It is a term that describes the fact that all our brains are different and highlights that our current workplaces and society are set up in such a way that some experience unfair barriers that impact their access and experience of work and education.

What does the workplace currently look like for neurodiverse and dyslexic individuals?

Bevan: This is such a big question. The good news is that the conversation is starting to be had. Through amazing organisations like the BDA and Made by Dyslexia, increasing numbers of high-profile individuals have spoken out about their journeys with Dyslexia. The bad news is that despite it being estimated that around 15 to 20% of people have Dyslexia, less than 10% are diagnosed. As a result, students with dyslexia are two-to-three times more likely to drop out of school with no formal qualifications. As well as being a social injustice, this has a business impact as well; representation across the workforce is low in multiple skilled professions.

The fact of the matter, though, is that most people who are diagnosed are taught how to deal with their dyslexia rather than play to its strengths. The problem here is twofold - it's still focusing on dyslexia as a disability and not potentially a strength, which in turn leads to the more significant issue that people are taught to hide and disguise their dyslexia.

From a personal perspective, I never spoke openly about my Dyslexia until about two years ago. This was mainly down to the fact I was worried of it being used against me to hold me back. This fear was down to most people's awareness of dyslexia, thinking it directly correlates to intelligence or an individual's ability. In reality, it's the opposite - people with dyslexia are often more creative and have high levels of intelligence.

This shows the two extremes of dyslexia, for example 40% of self-made billionaires are dyslexic, whilst 45% of people with dyslexia are unemployed. Noting this difference is driven by the one factor of being diagnosed, as well as being taught how to shift it from being a disability into a superpower.

Frost: Each person's experience will be unique. Commonly, workplaces and processes such as recruitment are not designed in a way that best allows dyslexic candidates to thrive. In many organisations today, we see the consequences of largely homogenous teams that implement strategy, processes and management largely unchecked by those with different thinking styles, insights and thinking styles. With an estimated 15% of the population having dyslexia or other specific learning differences (SpLD), it is very likely that your workplace contains neurodiversity, but many will find this reality isn't reflected in their experience looking for work or at work.

When looking for work, a bad experience from education can leave individuals lacking self-confidence which can impact application and interview processes. Moreover, challenges around reading and writing can mean jobs that are otherwise a good fit can be difficult to apply for using the existing process.

At work, some may not feel psychologically safe in their workplace to disclose that they are dyslexic similar to the experience Sam has shared here. Legally, UK employers have a duty to make Reasonable Adjustments such as the use of assistive technology.

Common Challenges for people with Dyslexia

Bevan:

- Reading speed - being given a document live in a room can instantly put you behind.
- Long emails - both in terms of reading/digesting the email, but more importantly for me, the time it takes to write them/ fear of being judged of mistakes.
- Proofreading/ spelling mistakes with our work.
- Timed tests for interviews - which instantly means we're being measured on skills which we aren't necessarily strong in, even if it's not related to the job.
- Working in open planned offices and limiting rooms to remove distractions.

However, biggest strengths:

- Big picture thinking - we often see ideas before our peers.
- Problem-solving skills - we fundamentally think in a different way to the other 80% of the world, which has many benefit in terms of solving previously entrenched problems.
- Creative visual thinking - we're great at telling stories and taking people on a journey.
- Teamwork/ Empath - we're great at building relationships and usually very comfortable with talking to people....due to the fact we struggle with written communications.
- Very goal-oriented.
- On all of the challenges referenced above, people with diagnosed dyslexia often spend more time checking their work and applying more focus.

What do workplaces commonly get wrong?

Bevan:

- Interview processes including any form of written or time assessment.
- Not providing the fantastic technology out there today - from spellcheck to dictation software.

- Not providing focused areas in the office.
- Limiting the use of visual prompt or colour coding in documentation.
- Email/written culture.
- Limited whiteboarding/ideation sessions.
- Restricted font templates.

How can organisations take steps to be more neuro-inclusive?

Bevan:

- Change interview processes to be less test-driven and more real-life tasks.
- Ensure you are making use of software available - Grammarly, spellcheck, dragon speech.
- Encourage people to be open and share their individual needs and accommodations.
- Create a culture of more meetings and fewer emails.
- Organisations need to be more open about how they are neuro inclusive and what support they offer from the interview process, through to onboarding and beyond.
- Encourage ideation session - enable people with dyslexia to focus on solving problems and big picture thinking.

Frost:

- Embed the basics into your processes, such as extra time and application processes that avoid the written elements. Move away from traditional tests into skills based.
- Create a psychologically safe environment where colleagues feel comfortable to disclose their needs. This can be supported by clearly showing that you value neurodiversity in your organisation, right from the very first interaction a potential.
- Practice empathy and challenge your biases. For example, overlook spelling and typos as they are not reflective of ability.

What should the future look like for workplaces to be more inclusive?

Bevan:

- Actively promote DEI and authenticity; it should be a given that the necessary resources and support are available for everyone. I opened up about my dyslexia during dyslexia awareness week, because Snap were actively championing neurodiverse causes.
- Try to build companies that represent the community you serve; 20% of the world's population is dyslexic, and this should be reflected in the workforce.
- Enable people to focus on their strengths and provide accommodations for their areas of development.

Frost:

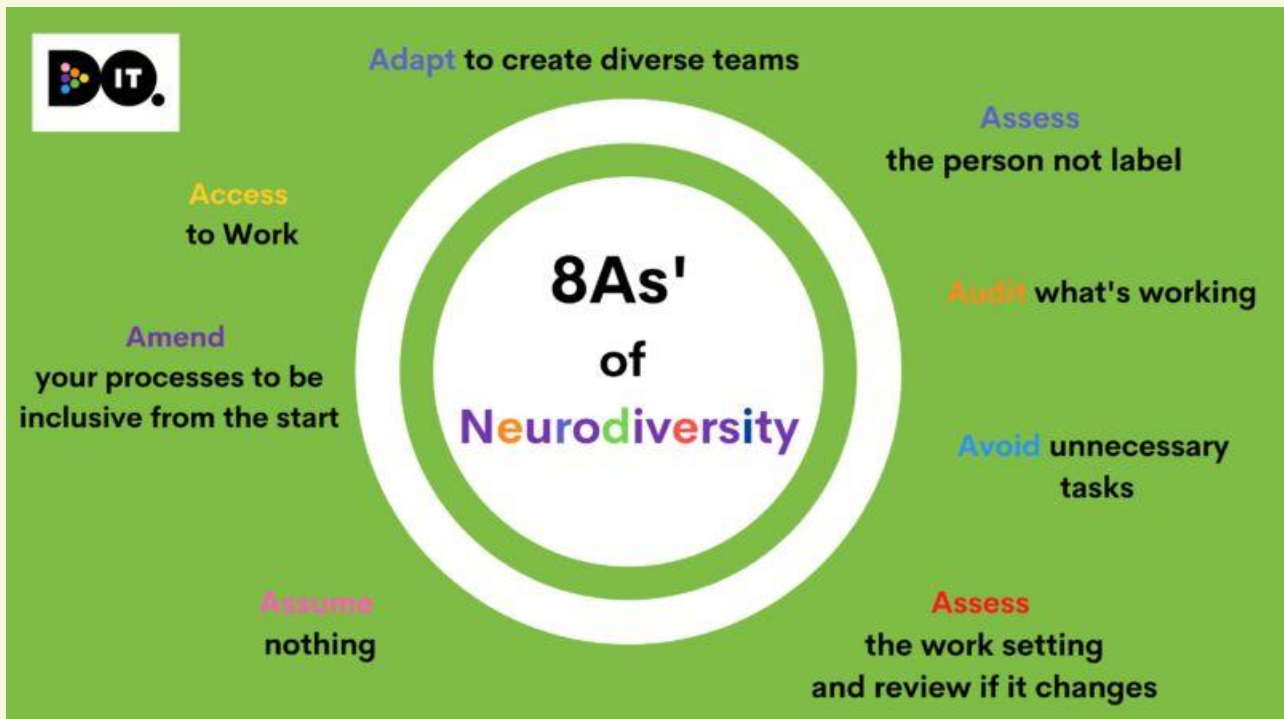
- We should learn from where workplaces have failed before. Take on board feedback from job applicants and your colleagues to continuously improve your processes and culture.
- DEI efforts should be central to the business and embedded into the overall strategy, rather than treated as an add-on project or handed off to an overstretched junior member of staff.

Prof Amanda Kirby



Here are the 8A's of Neurodiversity in the workplace:

- Adapt to ensure diverse teams.
- Amend your processes to be inclusive from the start.
- Assume nothing.
- Assess the work setting especially in times of change.
- Avoid unnecessary tasks that reduce efficiency
 - person centred tech can help here.
- Assess the person - each person is different and will need different support depending on the task, place and their skills and challenges.
- Audit what's working - be prepared to continue the cycle of change.



See also: [Neurodiverse leadership in every boardroom – FE News](#)

The first Connect magazine of 2022 has been released!



nasen Connect is free for all members to access on the [resources listing](#) or if you prefer hard copies for your staff room, you can sign up for our [publication subscription](#).

[Read now](#)

In this edition you can find out more about sensory practice, embracing the arts and helping children with Dual and Multiple Exceptionality. Our CEO Annamarie also discusses commitment to inclusion. In addition, you can also read about key areas to be aware of when it comes to anxiety and mental health.

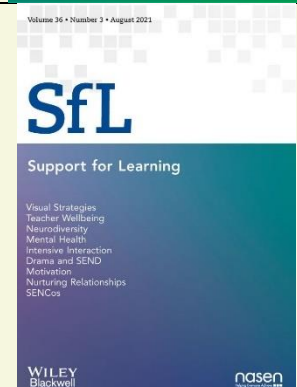
More information about our academic journals



Journal of Research in Special Educational Needs - (JORSSEN)

This peer-reviewed journal establishes an international forum for the dissemination of research on special educational needs. It is published three times per year and is available exclusively online.

[See FREE example](#)



Support For Learning - (SfL)

This topical journal examines the practical and theoretical issues surrounding the education of pupils with special educational needs in mainstream schools and aims to act as a bridge between academics and practitioners.

[See FREE example](#)



British Journal of Special Education (BJSE)

This well-established and respected journal covers the whole range of learning difficulties relating to children in mainstream and special schools, with particular emphasis on the impact of legislation on special and inclusive practice.

[See FREE example](#)

If you are interested but would like to see more examples of the articles and resources that are available and how they can help you in your role, please click the link below.

[nasen Journals - Online Library](#)

Have you read our January guest blog from Learning Labs?

'How aware are students of the Access to Work programme?'

Guest Blog by Michelle Brown, Strategic Relationship Manager at Learning Labs.

This guest blog discussed Access to Work by analysing students' awareness and understanding of the programme. The analysis of data is from a report carried out by Learning Labs and the All-Parliamentary Party Group for Assistive Technology (APPGAT). The blog also considers what we can expect to see in the future based on these findings. You can also find out all about who Learning Labs and APPGAT are, what they do and their impact.

[Read the full blog](#)



Welcome to this month's Whole School SEND update!

Update includes:

WSS news and updates

- [WSS Membership Survey](#)
- [Teacher Handbook: SEND](#)

WSS events

- [CPD webinars coming up this month](#)

nasen news

- [Assistive Technology Training Pilot Launches](#)

Other updates

- [Children's Mental Health Week](#)
- [Special Needs Jungle Intersectionality Panel](#)
- [Sheila Coates Foundation - Funding Opportunity](#)

Best Wishes

Maria Carney

Whole School SEND Communications Manager

mariacarney@nasen.org.uk

[What Is Digital Learning? – Scanning Pens Blog](#)

Digital learning is a hot topic in education after over eighteen months of learning remotely, so we're taking a deep dive into the fundamentals.

- What is digital learning?
- What does digital learning mean in the classroom?
- What are the benefits of digital learning?
- How does digital learning impact on our educators?
- Is there a downside to digital learning?

ACCESSIBILITY IN WINDOWS 11

Posted on [January 22, 2022](#) by [AccessAbility Smyles](#)

It's time to write a post about my impressions of Accessibility in Windows 11. In many ways it's just a slight change and progression from Ease of Access in Windows 10. In short Accessibility is the biggest change in its name. I said in previous posts that the lack of backward chaining that is easy to install was going to be a major drawback to its wide use. Hence why I bought a new device cheaply as a Chromebook. I didn't buy the cheapest but a reasonable amount of memory and so far I have been happy with its performance.



Accessibility is sub-divided into Vision, Hearing and Interaction. Usual things such as changes of text size and mouse pointers are there along with scaling and night view. Much of this owes its roots to apple. Even the interface reminds me of an apple machine.

The only really new things are the voice access – which allows control of the device more comprehensively than just speech recognition. Using “What can I say?” gives you a list of commands very similar to Dragon. Interesting as Microsoft have recently purchased Nuance the makers of Dragon. I am currently looking into this and will report back in future posts.

Narrator is similar to what it was in Windows 10 but it is more comprehensive and easier to use as a text to speech. Again, this needs a thorough review which is not the scope of this post. One feature I like is being able to have the typing keys spoken which useful for the blind and partially sighted as well as dyslexics.

Subtitles have a few options that make the text larger and colour contrast such as yellow on blue background. Other options can be tried to see if it suits the person needs better.

In conclusion

There are more settings to change and customise Windows 11 accessibility. Voice Access is more like Dragon than previous Microsoft speech. I think Accessibility in Windows 11 is an improvement and definitely worth accessing when you get a Windows 11 machine.

[Sight Words, Orthographic Mapping, Phonemic Awareness \(parkerphonics.com\)](http://parkerphonics.com)

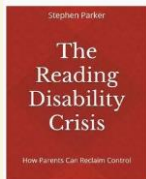
What, exactly, are sight words? How are they created? How are they related to orthographic mapping? What phonemic awareness skills are necessary for a child to become a competent reader and speller? And what method of teaching most facilitates sight word creation and orthographic mapping?

Click on title above for this detailed article which includes a brief glossary explaining the following terms:

**Phonological lexicon - Semantic lexicon - Orthographic lexicon
Phoneme - Grapheme - Decode - Encode
Phonemic Awareness - Sight Word - Orthographic Mapping**

FREE DOWNLOADS

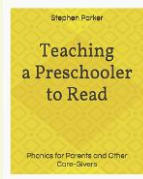
Reading Teachers and Parents – FREE books for teaching reading with Synthetic Phonics can be found [here](#). Simply pick the one that's right for you. (New second editions.)



FREE PDF FOR PARENTS, FOR SLPS, AND FOR VOLUNTEERS EVERYWHERE

Foreword by Dr Pamela Snow. The only resource you need to teach your struggling child how to read. The method used is Synthetic Phonics. Written specifically for parents of "reading disabled" or dyslexic children, it can easily be used by Speech Language Pathologists as well. With minor adaptations, this book can be used by volunteers everywhere to teach reading to older children, teens, and adults.

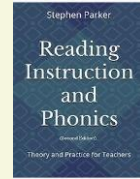
[DOWNLOAD FREE PDF](#)



FREE PDF FOR PARENTS OF PRESCHOOLERS AND FOR HOMESCHOOLERS

Foreword by Sir Jim Rose. The only resource you'll need to teach your pre-schooler how to read. The method used is Synthetic Phonics. Unknown words are "sounded out" (decoded) based on their spellings. "Sight words" and guessing strategies are not used. Make reading logical for your child. Suitable for teaching children aged 3-10.

[DOWNLOAD FREE PDF](#)



FREE PDF FOR READING TEACHERS, TEACHERS-IN-TRAINING, AND INTERESTED PARENTS

Foreword by Dr Pamela Snow. A stand-alone resource for teaching your children to read using Synthetic Phonics. Includes the entire Alphabetic Code, a Glossary for Teachers, the Simple View of Reading, a History of Reading Instruction, and a Critique of Balanced Literacy. Hundreds of suggestions for presenting the code to your students.

[DOWNLOAD FREE PDF](#)

See also:

[Creating a Skilled Speller \(parkerphonics.com\)](http://parkerphonics.com)

For you, as a skilled speller, writing the words BOAT and NOTE is trivial. You don't give the task a second thought: BOAT is spelled B-O-A-T and NOTE is spelled N-O-T-E. You don't have to identify the sounds (phonemes) in these words, and then match those sounds with letters before you write them. Such a process is called *segmentation*, but you don't need it.

Please click on title above for the complete article.



[Finding the Positive - Dyslexia | Dyslexic Advantage](#)

What is important is to help find positive experiences for your students. Those experiences may be outside or inside the classroom, or both. It's critical every student has some chance to experience what it is to be good at something... for some it may be sports or extracurriculars, while for others it may be certain subjects.

Resources

[Word Building Activity Travel Kit - I Heart Crafty Things](#)

This word building activity travel kit is one of my favourite ways to incorporate learning into travel with young children.

The best part is you can customize it with sight words, colour words, word family, or whatever your child is currently learning!





There are few relationships as crucial to your child's well-being as the one between teachers and families. See our tips on how to build a robust and collaborative partnership to help your child thrive.

The difference between IEP meetings and parent-teacher conferences:

If your child has an IEP, it can be confusing to have both an IEP meeting and a parent-teacher conference. But the reasons for each meeting and the people involved are different. Learn the differences to help make the most of both.

[Read on](#)

Tips for building communication between teachers and families:

A good relationship between families and schools is a top factor in positive student outcomes. But friction and communication issues are common and can make those relationships tough. Read about some frequent barriers and how to break them down.

[Learn more](#)

What teachers wish parents asked at parent-teacher conferences:

Time is often limited at parent-teacher conferences, and many parents feel unsure about what to bring up — or not bring up. Hear from teachers about what and how to ask to better help your child thrive at school.

[See tips](#)

Download your parent-teacher conference worksheet

Parent-teacher conferences can be intimidating. But they don't have to be. Use this downloadable worksheet to help you figure out what you want to talk about and which questions you want to ask.

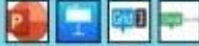
[Download now](#)



Bookbug Digital Bookshelf



The digital books are available as PowerPoint, Keynote, Grid 3 & Grid got iPad files.



Click on the icons under the books on the bookshelf to download the files.



These books have all been finalists in the Bookbug Picture Book Prize 2009-2021. CALL Scotland have worked with Scottish Book Trust, the authors and publishers to create Accessible Copies of these books so that learners with print disabilities can read and participate in the Book Prize.

Professionals working in schools in Scotland can create a free account and download these books for their learners with print disabilities.

Print disabilities can include people with physical, sensory or learning difficulties.

The Accessible Copies are available from: www.booksforall.org.uk/bookawards/



Symbolised Resources

Many of the stories on the bookshelf have additional symbol supported resources. There are communication boards, labels for simple communication devices and more. Go to bit.ly/BookBugResources to download the symbolised printable PDF resources.



Sounding Board Resources

There are talking communication boards for the free iOS 'Sounding Board' app. Each board has its own set of story specific vocabulary. Go to bit.ly/BookBugResources and look for the Sounding Board icon to download the talking communication boards.



Clicker Resources

There are some scaffolded writing and book review grids for Clicker 8 and the Clicker Writer App. There are Sentence Set grids and scaffolded Book Review grids. Go to bit.ly/BookBugResources and look for the Clicker icon to download these Clicker grids.



- PowerPoint Recorded Narration & Switch Prompt
- PowerPoint Recorded Narration & Navigation
- Keynote for iOS
- Grid 3
- Grid for iPad



Bookbug illustration by Debbie Glori
www.callscotland.org.uk



Version 2.0, June 2021 CALL Scotland, The University of Edinburgh. CALL Scotland is part funded by Scottish Government.

[CALL Scotland](http://www.callscotland.org.uk)

For accessible versions of the **Bookbug** Picture Book Prize books from previous years download our Bookbug Digital Bookshelf (an accessible breakdown of this PDF poster is also available):

[Bookbug Digital Bookshelf \(callscotland.org.uk\)](http://www.callscotland.org.uk)



Jo Crawford is a NCTJ-qualified journalist, and creates videos that make complicated news stories about human rights, accessible! She is also one of the fifty journalists on the YouTube Creator Programme for Independent Journalists.

[ADVICE FROM A DYSLEXIC JOURNALIST | neurodiversity in journalism - YouTube](#)

In this video I share my 4 top tips to being a successful journalist with dyslexia, dyspraxia and ADHD. As the first video of my journalism advice series, I talk about the different mediums in journalism, why you need a teleprompter if you want to be a video journalist, how to keep up with the news, and why neurodiversity is a massive benefit in journalism.

TIMECODE:

[0:08](#) Why I started YouTube and challenging neurodivergent stereotypes in journalism.

[1:26](#) 1. You don't need to be good at writing to be a journalist... you need to be good at storytelling.

[2:38](#) 2. If you want to get into video journalism... you NEED to buy this piece of equipment.

[3:09](#) 3. How to keep up with the news.

[4:10](#) 4. Use your neurodiversity!



British Dyslexia Association

Our YouTube channel offers access to many of our free webinars, event recordings, ambassador interviews and resources.

If you are looking for information or inspiration about dyslexia, subscribe to our channel here: <https://bit.ly/3aC19bQ>



Emotions: How Am I Feeling?
Children's Mental Health Week | 7-13 February

A set of symbol flashcards and a mind map giving children and young people the words they need to communicate how they are feeling.

Use the cards as a poster or as handy portable visual supports.

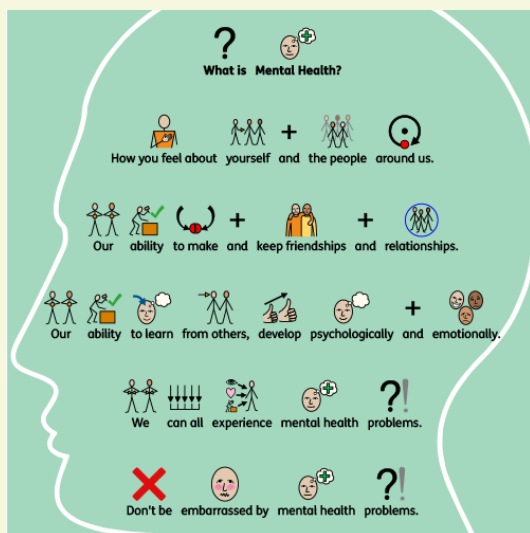
[Download free](#)



Managing Emotions Chart
Children's Mental Health Week | 7-13 February

This chart helps children and young people acknowledge how they are feeling and suggests appropriate ways they can help manage these emotions.

[Download free](#)



Mental Health Awareness Poster
Children's Mental Health Week | 7-13 February

This free symbol-supported poster is a great conversation starter when talking to young people about what mental health is and why it is as important as physical health.

[Download free](#)



How to support pupils with dyscalculia

**It's likely that a child in your class has dyscalculia
– but how much do you know about the condition?
Here, expert Rob Jennings explains all**

4th February 2022

Chris Parr

[Maths: How teachers can support pupils with dyscalculia | Tes](#)

Dyscalculia is a persistent difficulty in understanding numbers, which can complicate how children learn mathematics - and there is probably a child in your class who has it.

The condition is present in pupils of all ages and abilities and is thought to occur in **3 to 6 per cent of the population**.

This equates to an average of about 1.4 children in every class of 30 - meaning that it is almost inevitable that, over time, you will teach many young people with dyscalculia.

However, unlike with some other learning difficulties, **such as dyslexia**, research into dyscalculia is still relatively embryonic - although our understanding is getting better.

Rob Jennings is head of maths at Emerson House, a learning centre for children with special educational needs in West London. He is also co-founder of the **Dyscalculia Network**, which seeks to raise awareness about dyscalculia and spread better understanding.

Dyscalculia: What teachers need to know

Here, he explains what teachers need to know about the condition.

How would you define dyscalculia?

A lot of people don't know what it is or are not aware of it. Dyscalculia is a specific and persistent difficulty in understanding numbers, but it's not a clear-cut thing. It's the end of a spectrum of maths difficulties. A child could be anywhere on that spectrum, but dyscalculia is where there are severe and persistent difficulties.

Who does it affect?

It's not just children-specific. In fact, as we publicise what dyscalculia is and make more people aware of it, a lot of adults are coming out of the woodwork and asking what they can do to address their difficulties.

It doesn't affect certain age groups or genders, or different parts of the country. It's pretty generic across the board - and it can occur independently of other special educational needs, although they

can also occur together. For instance, you can have someone who has dyslexia, dyspraxia (developmental coordination disorder) and also dyscalculia.

What might a child with dyscalculia struggle with that others would not?

When we're working with dyscalculic children, they might not be able to appreciate which number is bigger between five or six - it means nothing to them, it is arbitrary, it could be a foreign language. They are not aware of the relative size of the two numbers.

Another thing they might struggle with is subitising, which is the ability to be able to view small groups of things - say, four or five dots - and not have to count them to know how many there are. When you're working with a dyscalculic child, they might have to count them out, no matter how small the group is.

What techniques can be used to support pupils with dyscalculia?

The best thing a teacher can do is to be on the lookout for these maths difficulties, these indicators. Simply identifying these things at an early age means there is the best chance to put into place a plan to help that child.

Once the indicators are identified, the next stage will be to have a full assessment from a maths specialist to provide a diagnostic overview of the pupil's strengths and weaknesses so you can put into place a really focused intervention plan. It really needs to be targeted intervention aimed at where things started to go wrong.

I view it as being like a Jenga tower: no matter how high you make it in terms of advanced level maths, if there are bricks missing it's going to be wobbly and, ultimately- fall over. Any intervention needs to be pulled right back to where the problems started to occur.

How might these interventions work in the classroom?

Teachers need to be ready to adjust their approach to accommodate the individual, where possible. For example, when they're teaching a new topic, it needs to be done really slowly and carefully with lots of revision and repetition.

One of the good experiences we've had is with breaking down tasks into smaller chunks. So, if you have a 55-minute maths lesson, if you can break it down into five bite-sized chunks of 10 minutes with a rebooting session in between, that's much more effective.

Confidence is key. I think we often focus wrongly on what pupils got wrong, whereas we need to compliment and build up successes as well. So before you're teaching a topic or going over a topic, it's good to celebrate some success so that the dyscalculic pupils can feel good about themselves. This will give them the ability to move on to the next task.

What about if you have a larger class and struggle to provide that level of individualised support?

Within a large classroom, there are certain things you can do in terms of scaffolding - so you could provide an outline of what a lesson involves for the child with dyscalculia, so they don't get lost halfway through.

You might also then scale down the difficulty in questions or you might introduce pictorial representation for some aspects. For example, with fractions, you might show a pizza cut up into quarters, so that they can visualise it. That kind of multi-sensory approach really does benefit these pupils.

It might mean extra preparation for the teacher, but it will certainly benefit the child in the longer term.

Are there any myths about dyscalculia that need to be busted?

Dyscalculia is relatively unknown in the public domain. There's an acceptance about being bad at maths and feeling that you don't have to worry about that - so the bar is sometimes set quite low, and that's viewed as kind of OK, whereas people are less likely to just accept that someone is bad at reading.

I think another problem with dyscalculia is how it looks. It is sometimes perceived as an individual just being lazy. It can seem to people like they're not trying hard enough, whereas, in fact, when you have dyscalculia, you have to try twice as hard - your brain is working hard to get to the root problem. The research shows dyscalculia is related to differences in the brain, and that kids can't control that.

What needs to happen next to improve support across the education sector?

There is a huge shortage of specialist maths teachers, so by promoting awareness of dyscalculia and developing some courses to help educate people about it, we hope that people will start to say "that's me", or "that's my child - what can I do about it?"

We get inundated with questions about what to do. The next stage for us is to help develop more maths specialists.

Chris Parr is a freelance journalist



Dyslexic Advantage

[Dyslexia and Dyscalculia - Dyslexia | Dyslexic Advantage](#)

How often do individuals with dyslexia also have dyscalculia, a specific disability in math?

As many as **60% of dyslexic students** may also be dyscalculic, but math difficulties are rarely tested for in schools, so specific needs for a particular student are rarely recognized or addressed.

It does not help that like dyslexia itself, dyscalculia can also present in different ways among dyslexic individuals. See link in title for complete article.

Dyscalculia Network



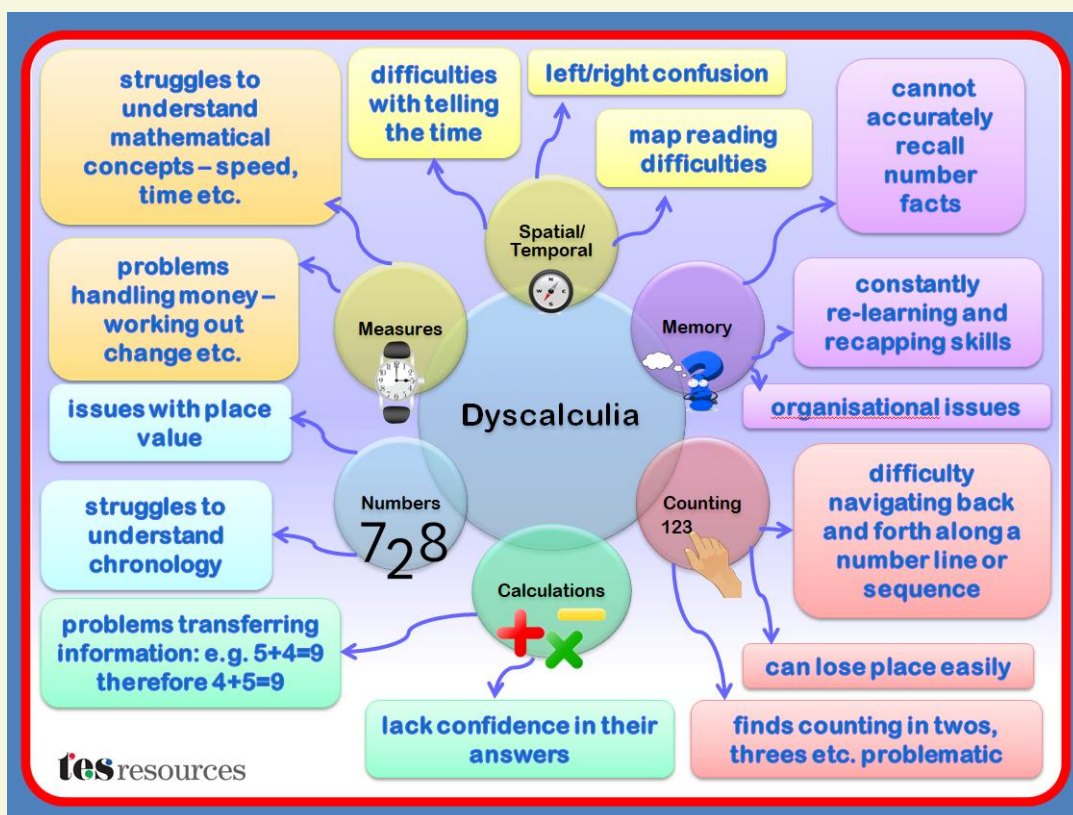
Did you know we have a website?
www.dyscalculianetwork.com

Here you can find information about dyscalculia, resources and books, teacher training opportunities, information on maths anxiety, our blog posts and a tutor/assessor postcode search.

For example:

In this short tutorial Steve Chinn shows different visual models for subtracting 2-digit numbers:
[Steve Chinn- Subtracting 2-Digit Numbers \(dyscalculianetwork.com\)](http://www.dyscalculianetwork.com)

You can find more videos on Steve Chinn's website – www.mathsexplained.co.uk



Sharing again - an interesting read . . .

Overcoming GCSE maths

During a helpline call to the BDA, one mother shared the story of how she helped her daughter overcome GCSE maths despite the odds.



See this information on the BDA website:
[Dyscalculia and maths difficulties](#)



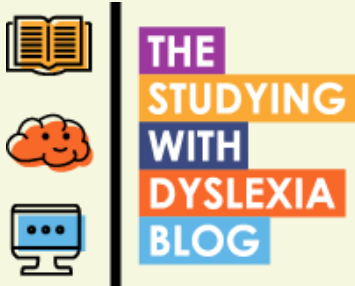
[Equity and Inclusion - Wakelet](#)

Steve Sherman

This is a short collection of sites that touch on the topic of Equity and Inclusion in the classroom. With a variety of resources and sites available, feel free to make use of some that I have collected. These should help with definitions and basic explanations on this topic.



Dyslexia Scotland runs free workshops, events and seminars for people with dyslexia and changemakers who want to learn about dyslexia inclusion. Be part of something great - sign up to something to help you: [Events | Dyslexia Scotland](#)



A reminder – do look to this excellent website for dyslexia resources, blogs and support:
[The Studying With Dyslexia Blog - Dyslexia Resources — The Studying With Dyslexia Blog](#)



John Hicks - ‘Dyslexia Blogger’

John Hicks, ‘Dyslexia Blogger’ is a parent, an assistive technology advocate and works with neurodiverse clients to help develop their self-esteem, confidence and motivation.

John knows that children with dyslexia can be helped to reach their potential if parents and teachers of those children can be inspired and informed about the strengths and weaknesses that comes from having dyslexia.

It is John's aim to provide articles that are useful and meaningful enough so as to empower you to help your dyslexic learner be the best that they can be.

Read John's various blogs at:

[Blog category : Education — The Studying With Dyslexia Blog](#)

[Technology For Studying — The Studying With Dyslexia Blog](#)

[Blog category : Mental Wellbeing — The Studying With Dyslexia Blog](#)

Dyslexics in the news

As a Learning Mentor in a primary school, Penny was aware of more children needing extra support in reading and spelling. To help these learners achieve their full potential, Penny decided to take a level 5 online course with the British Dyslexia Association to become a Specialist Dyslexia teacher.

Read her journey here:
<https://bit.ly/35H3Mdd>

My journey to becoming a Specialist Dyslexia Teacher.

Penny Robinson



“I definitely recommend the BDA's level 5 dyslexia course, as I have found the extra specialist information I have acquired really gives me the understanding and knowledge to help dyslexic learners reach their goals by teaching them in a way they learn best.”

“Dyslexia has given me the magical combination of being creative, detail focused and analytical.”

Keri Harrowen



Despite a being put in a 'special' class at school with no mention of dyslexia, Kerri went on to have successful career with a passion for all things usability and accessibility, a skill she credits to her dyslexia.

“Dyslexia has given me the magical combination of being creative, detail focused and analytical.”

Read the full story: <https://bit.ly/3eXgFRR>

12-year-old India proudly shares her dyslexia story with some wise words and inspiration for her dyslexic peers.

“From dyslexia much innovation is born, and without innovation the world would not be where it is today”.

Read the full story:
<https://bit.ly/3KrNvss>

“Dyslexia can be hard in day to day life such as text messaging, and keeping up on class.

But I feel fortunate that I am a determined little girl that will not give up.”



#MyDyslexiaStory

India Reddy

This case highlights the challenges and discrimination that dyslexic professionals can experience at all levels and reminds us that all employers are duty bound to follow the Equality Act.

England: Dyslexic judge wins discrimination case over voice recognition software

scottishlegal.com

20 JAN 2022

A dyslexic judge in England has won a disability discrimination case against the Ministry of Justice over its failure to provide her with voice recognition software and training.



Zorina Nadine Clarkson Palomares, a part-time judge working on immigration and social security cases, made complaints to the Employment Tribunal, alleging that her employer had failed to make reasonable adjustments.

The tribunal last week [ruled unanimously](#) that the government had breached its duty to make reasonable adjustments contrary to sections 20 and 21 of the *Equality Act 2010*.

This related to its failure to provide voice recognition software from September 2016 until 6 December 2018, and a failure to provide training in relation to proper use of the voice recognition software from September 2016 until May 2019.

The tribunal heard that the failure to make reasonable adjustments for Ms Palomares led to her performance being “unjustly criticised” and her being “unfairly threatened with the judicial equivalent of disciplinary sanctions”.

It said: “As a tribunal we have had the opportunity to stand back from the detail of this case and look at it holistically. Unfortunately, nobody within the respondent’s organisation was able to do the same.

“Put simply, the respondent organisation did not know how to handle the claimant’s situation properly. There was no pre-existing policy to deal with a judicial officeholder facing the challenges that were faced by the claimant.

“We accept and appreciate that the individuals within HMCTS were doing their level best in the circumstances to provide the claimant with what she needed. But in the absence of an appropriate policy or procedure they came up against significant obstacles in doing this.”

A spokesperson for the Ministry of Justice told the *Law Society Gazette*: “We have noted the judgment and are considering it carefully.”

NoticeAbility*

Dean Bragonier is visiting the UK in March and the WDA are looking forward to welcoming him to Wiltshire where he plans to hold a workshop for secondary school pupils. 😊

Please do look at his new website: [Home - NoticeAbility](#)
and Facebook page: [NoticeAbility](#)

“We've been quiet for a reason. Make-overs take time... But, dang it, they're worth it. Check out our new logo, website, and 2-year agenda.”

<https://mailchi.mp/noticeabi.../weve-been-quiet-for-a-reason>



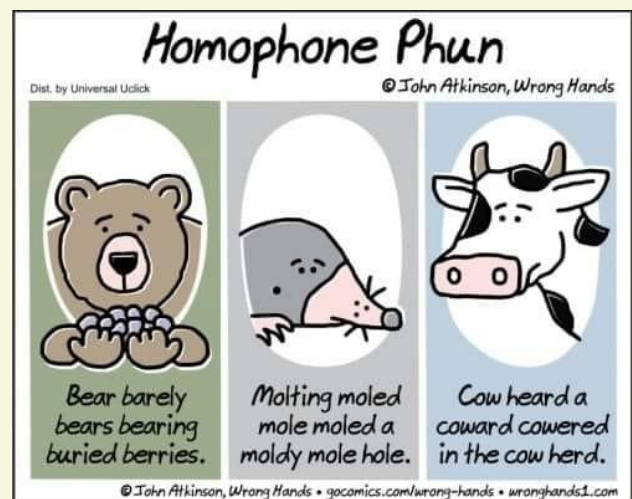
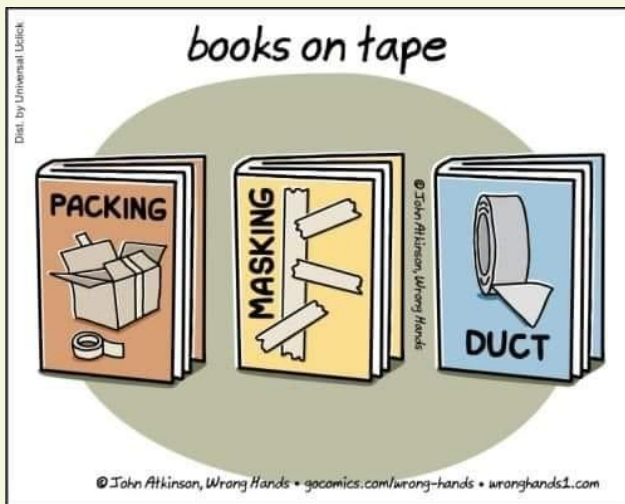
[The True Gifts of a Dyslexic Mind | Dean Bragonier | TEDxMarthasVineyard - YouTube](#)

In this inspiring talk, advocate and educator Dean Bragonier offers a different take on Dyslexia. By looking at the unique mindset of Dyslexics as a strength, Dean reframes a perceived weakness as a powerful tool and teaches us all an important lesson about the power of an open mind and an open heart.

Dean Bragonier is a social entrepreneur in the EdTech space. Shaped by the challenges associated with his dyslexia, Dean became an advocate for learning and disability equality and has founded, managed and served on the boards of organizations working to create systemic change in this field. As the Founder and Executive Dyslexic of NoticeAbility Inc., Dean leads a collaborative team from Harvard University, Tufts University and the Carroll School that is building curricula designed to offer authentic inquiry experiences in vocational subjects that cater to the neurological strengths of the dyslexic mind.

Upon graduation, Dean embraced his entrepreneurial instincts and acquired a small seasonal restaurant on Martha's Vineyard Island that he transformed into a successful full-scale enterprise. It was through this endeavour that he was able to contextualize his years of laborious academic learning and discover the true gifts of his dyslexic mind.

And finally . . .



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New Facebook page: [Wiltshire Dyslexia Association](#)

SPELLING IS
DIFFICULT
CHALLENGING
HARD



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