



Wiltshire Dyslexia Association

JANUARY 2022



News



WDA PRESENTATION – free online

Thursday 10th February at 7pm

Brief WDA AGM followed by our speaker

David Williams:

“Strategies to use with dyslexic students to support their revision”

David Williams is Executive Director of Inclusion for The Park Academies Trust and has a BSc (Hons), a PGCE, and a research Master's degree in Learning and Teaching specialising in student well-being from the University of Oxford. He completed the National Award for Special Educational Needs Co-ordination in 2014, and the National Professional Qualification for Headship (NPQH) in 2019 and he is qualified to test for JCQ examination access arrangements. In 2017 David completed the Master's level Attachment Lead qualification.

David was a trustee of the British Dyslexia Association from 2010 to 2020 and was joint non-executive Chair of the Management Board and Chair of the Trustees from 2018 to 2020. David is currently a Trustee for the Wiltshire Dyslexia Association and since 2018 he has contributed to the All Party Parliamentary Group for Specific Learning Difficulties.

In 2007, he received an international scholarship for his research into the use of mind mapping techniques with ASC students, and in 2011 was named Dyslexia Teacher of the Year. David is frequently invited to speak to groups of SENDCos both locally and nationally.

David is a member of the Swindon Strategic Special Educational Needs Board and sits on the Swindon and North Wiltshire Professional Leaders Network for the Clinical Commissioning Group. David chairs the Swindon SENDCO Champions and the Secondary SENDCO working group.

To receive the link to the event, please email Caroline Fowke at:
caroline.fowke@btinternet.com



We received Christmas greetings from the Helen Arkell Dyslexia Charity which celebrated its 50th anniversary during 2021.

They reported on the following statistics:

1,087 – despite the various lockdowns direct 1:1 dyslexia support was provided to 1,087 children, young people and adults, in the form of assessments, coaching, skills-building and tuition.

163 – they helped 163 people with dyslexia from lower-income backgrounds, with bursary-funded support. The above cost a total of £84,000 from their bursary funds.

1,000 – over 1,000 people attended their various dyslexia-related courses, including parents, children, teachers, teaching assistants, workplaces and members of the public. This helps individuals with dyslexia to feel better supported by those around them.

5 – they now have 5 regional venues from which they operate - Frensham, Southwark, Salisbury, Oxford, and Yeovil. This reflects their growing effort to increase their impact across the country.

1,000 – in addition to all their other work, this year they also joined forces with friends at Patoss, the British Dyslexia Association, Dyslexia Action, The Dyslexia Guild, and Real Group Ltd in helping to deliver specialist catch-up tuition to disadvantaged children as part of the National Tutoring Programme.

Free Lunch & Learn workplace sessions

A unique opportunity to find out about dyslexia at work

This free online session introduces your team to the issues surrounding dyslexia, a condition that affects more than 1 in 10 people in the UK. Dyslexia is a hidden disability, recognised as a protected characteristic under the Equality Act 2010, so participation in this interactive session will demonstrate your commitment to inclusive practice within your team. Sessions are relevant to all workplaces, across all sectors.

[Find out more](#)



2021: It's Been Our Best Year Yet!



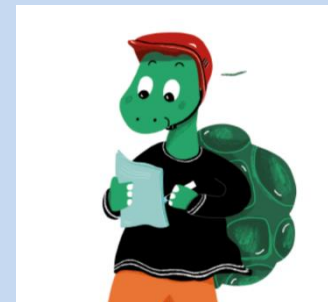
2021 has seen the launch of our very own [Dyslexia News series on YouTube](#), our whistle-stop roundup of what's in the spotlight for the global dyslexia community.

From reviews to interviews to policy change and personal stories, we sift through all the information out there, and pop it into a dyslexia-friendly format that means everybody everywhere can stay up to date with the goings-on in the communities that

matter to them. And we've even packed it up in a handy video that's perfect for perking up your commute with. Stay tuned in the New Year for more, and catch our latest episode [here](#)!

A Little Campaigns Round-Up...

2021 has been an amazing one for us in terms of campaigns, too. Earlier on this year, we had a wonderful time focusing on reading in schools as part of our [DEAR for Dyslexia campaign](#), and exploring just what it is that we can do to help people develop their reading skills and go forward into the world of books with support and confidence.



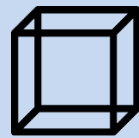
This year has also been a year of creativity for us, and our global [Go Red for Dyslexia campaign](#)! It's been bigger and brighter than ever before, and we've sparked so many wonderful and important conversations all about dyslexia and literacy differences all over the world. You can catch up with our [Go Red highlights reel right here](#) – and don't forget to [subscribe to our Go Red mailing list](#) to make sure you're at the front of the queue for all the Go Red goodness we have planned for 2022.

A Whole Year of Learning with SWD

And as well as all that, we've been on a bit of a learning kick too, with our in-depth webinar series! From chatting to research-led professionals to up-and-coming influencers, we've got a whole wealth of learning stashed away over at our [past SWD webinars hub](#) just waiting for you, a brew and a plate of biscuits. And



looking to the future, we've rescheduled our excellent **comic book activity webinar** with **Rossie Stone** of [Dekko Comics](#) for the **31st of January 2022** - you can find out all the info you'll need to join in over at our [Facebook](#)!



Dyslexia Box

January Newsletter

Our 2021 in Review

Dyslexia Box have offered adjustments, support and services to lots of organisations and employees:



Organisations Supported

Employees Supported

Reasonable Adjustments Delivered

We have also hosted several webinars throughout the year (which are all available to view on our [YouTube channel](#)) with thousands of attendees from all over the world:

HR 1:1 Office Hours

Are you an HR professional or line manager looking to better support your neurodiverse employees and colleagues?

Do you receive queries from your neurodiverse employees, asking for support with workplace adjustments, Access to Work, or assistive technology?

Could you benefit from confidential guidance, advice, and signposting?

The dates available to book are: Thursdays – 10th February, 17th March, 14th April.

[Book your 1:1 session now](#)



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

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

This guest blog discusses 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](#)

Message from Sally Daunt, Chair, BDA Music Committee:

Trinity College has launched its 2022 Music and Drama Access Fund.



'The Music and Drama Access Fund provides small grants for Trinity candidates (via their teacher/Access Fund applicant) based in the UK & Ireland who experience barriers to accessing music and drama education and our qualifications.

These barriers could include having Special Educational Needs and Disabilities, living in areas of rural isolation and/or socio-economic deprivation, or being in a specific minority group plus a range of other factors.

The grants can be used in order to help these candidates achieve one of our music or drama qualifications.'

For further information please see

<https://www.trinitycollege.com/local-trinity/UK/music/music-support-events/link-to-music-drama-access-fund>



Don't miss out on your FREE item

Did you know that it's National Handwriting Day on the 23rd January? That's why we are giving away a FREE [CleverStix](#) (worth £9.99) with every order of [handwriting products \(excluding downloads\)](#) from our website. Available until 23/01/2022 while stocks last! Don't miss out, order now!

[Shop our Handwriting Products here !](#)

Remember we don't just sell handwriting products -

[Click Here](#) to see all of the available products on our website.

Don't forget to check our [sale](#) for some amazing offers.

[Click Here to view all products available](#)

Urgent Appeal for Dyslexic Drivers

The BDA is currently working with Highways England who need some dyslexic drivers to be interviewed (virtually) as part of a research project.



They are looking for a range of people (age, gender, location i.e. rural or city, experience of and confidence in driving etc) and want to interview at the end of this month.

If you might be interested in taking part, please contact Michelle Harris (BDA Volunteering Manager) ASAP.

Further information will be sent to you once Michelle has received your expressions of interest.

There has been mention of financial compensation too, but Michelle will confirm this with anyone who is interested.

Contact Michelle at Michelleh@bdadyslexia.org.uk

Concerns about the Reading Framework published by the Government in July 2021

See:

[Systematic, Synthetic Phonics \(SSP\) - Our expert panel discusses the reasons why we need to make a change.](#)

Message from our Chair, Dr Helen Ross:

Dear All,

Below is a draft letter that you might want to send to your MP in relation to the concerns raised at the APPG.

Although this has not been written by the BDA, it has been approved by Helen Goodsall and Sue Flohr - but I thought it is something extra we could do to raise awareness among our MPs.

Don't forget to sign the BDA Petition, if you haven't already done so, at: <https://petition.parliament.uk/petitions/598896>

To find your MP go to: <https://members.parliament.uk/FindYourMP>

Thank you,

Helen

Draft Letter for your MP

Your Address and date

Dear *(Insert the name of your MP)*

Introduction – say what you are wanting:

I am writing to you as a member of your constituency, and I am seeking your support with raising the issue of concerns the Reading Framework published by the Government in July 2021.

Your Background and why this is important to you:

e.g. I am the *parent/other* of a dyslexic *son/daughter/other (delete as applicable)* and have experienced first-hand the difficulties that *he/she* has experienced in learning the literacy skills necessary to be able to access the curriculum.

Background overview:

I have recently become aware that the British Dyslexia Association has concerns that the Reading Framework published by the Government in July 2021 guides teachers to use Systematic Synthetic Phonics (SSP) as the sole method for teaching reading.

This was discussed at the September meeting of the All Party Parliamentary Group (APPG) for Dyslexia and Specific Learning Difficulties when those present heard from three eminent speakers: Professor Usha Goswami CBE FRE FBA, Professor John Stein FRCP FMedSci and Dr Sharon McMurray MBE spoke on the subject "Phonics – and what does the evidence tell us?"

Their three presentations highlighted that there is substantial evidence spanning 35 years which demonstrates that up to 25% of children cannot learn to read just by learning phonics, including most children with dyslexia and other specific learning difficulties.

Children with reading difficulties benefit when a range of approaches to teaching reading are used alongside synthetic phonics.

I have huge concerns that dyslexic children, like my *son/daughter/other*, will continue to struggle to acquire literacy skills if the Government do not revise their policy and guidance. It is vital that teachers are able to use their range of skills to adapt their approaches for children who are failing to learn to read, write and spell well enough to access the curriculum.

Children who fail to acquire sound literacy skills at the same time as their peers suffer a loss of self-esteem early in their school experience, may not reach their potential, and may opt out of education in the belief that they are unable to learn. These young adults have real skills, but can become a huge loss to society, and frequently suffer from mental health issues in the belief that they are unable to learn.

On a personal level *provide information on the impact that dyslexia has had. For example, has it impacted on your child's educational attainment, has it impacted on your child's mental health and wellbeing, has it impacted on you as a family?*

I would like to urge you to help families like ours by improving the lives of dyslexic children by raising the issue of the negative impact of the Government's Reading Framework (July 2021) limiting teachers to using only SSP for the teaching of reading. Revision of the guidance to enable teachers to adapt their teaching to the needs of individual pupils would enable dyslexic children to access education and achieve their potential.

Yours sincerely



Guardian's article <https://www.theguardian.com/.../ministers-obsessed...> on the use of phonics and how this single method has no proven benefit. It makes learning to read even more difficult for those with learning difficulties.

Please sign the [British Dyslexia Association's](#) petition today calling on the Government to reverse its policy on synthetic phonics.

[Click to sign our petition](#)

Phillip Ruddock emailed the WDA requesting advice and guidance. His new website may well be of interest, which aims to “engage, support and inspire dyslexic individuals, parents of dyslexic individuals and professionals through sharing their dyslexic experience.”

Hello,

I am wondering if you will be able to provide me with some assistance. I am a severely dyslexic individual, based in the North East of England, who has created a website to engage, support and inspire dyslexic individuals, parents of dyslexic individuals and professionals through sharing their dyslexic experience.

The website can be found at: www.ourdyslexicconnection.co.uk

Twitter: <https://twitter.com/DyslexicConnect>

Instagram: ourdyslexicconnection

It is my aim to create a global repository of dyslexic knowledge, experience and insight into fostering a community of individuals that can inspire and support one another through the sharing of their journey. In essence to connect through the medium of videos. Turning their mobile phone horizontal and recording themselves speaking about their experiences.

I am doing this, as growing up, I felt entirely and completely alone in my dyslexia and unable to relate to many people as there was nothing like this around. Then, over the 14 years in education, I have experienced many young people and adults feeling lost, alone and entirely without a sense of dyslexic community. Feeling as if they are broken and isolated. It is my wish to change this!

Therefore, I am hoping that you will be able to help me. Either by giving me advice on how I can gather more people's experiences or helping me to foster this community in such a way that it can reach as many people as possible. Any advice or guidance would be greatly appreciated.

Thank you for your time.

Kind regards,

Phillip Ruddock



FUNDRAISING FOR THE WDA



Please help us get 2022 off to a great start for Wiltshire Dyslexia Association by signing up to support us for FREE on #easyfundraising.

You can raise donations whenever you shop online with over 6,000 retailers including John Lewis & Partners, eBay, Argos, ASOS, M&S and more.

Plus, we will get a bonus £5 donation when you do! Sign up today - this will make a BIG difference to us this year: https://www.easyfundraising.org.uk/support-a-good-cause/step-1/?invite=0XRQZC&char=228197&referral-campaign=c2s&utm_source=refsharebox

More news . . . articles, blogs, links to recordings . . .



The Educator's Moving Forward Group meet on the 31st January to evaluate how the drop-in's have gone but also to discuss our video project "**The Power of AT**".

This will be a great opportunity to explain what AT can do to benefit all pupils in increasing potential and better outcomes. A series of short videos will explain things such as the range ways of AT can be used. We plan to use pupil voices to tell this story.

This will be the focus for the Educator's group and welcome BATA members to support and help produce this video series. The reason for doing this is clear.

There isn't an impartial body to promote good practise in the UK at the moment.

Schools are left on their own to discover what new developments there are. We aim to make this series available to schools when they are made to be used in staff meetings and training days. So we look to an exciting year ahead.

Would you like to be involved with the Educators SIG?

If so please email myles.pilling@bataonline.org

If you would like to find out more about BATA or our SIGs please get in-touch with admin@bataonline.org



The success of Caroline Bateman's Dyslexia Awareness Week campaigns in October were very encouraging. In her January newsletter she wrote:

"Firstly, I hosted a free webinar **STOP Dyslexics Underperforming in Exams**. This was heavily oversubscribed. If you missed it, you can access a recording here:
[Stop dyslexics underperforming in exams- Apps for Dyslexics - YouTube](#)

The vast majority of those who registered for this were parents. As I desperately want to spread the word more efficiently, I recognised I needed to get this information into schools, so I started a second DAW campaign, offering an hour's free consultancy to SENCOs. Which led to me having a very busy end of the year. Some schools expressed how they wished they had talked to me years ago as it would have stopped them from making poor spending decisions.

I recorded the final session; it can be accessed here:
[Dyslexic Apps & Tech to set dyslexics up for exam success. - FREE Senco Consultation - YouTube](#)

Please share it widely as schools need to know this information.

The vast majority of what I show in both webinars is free!!! Sadly, few know about these widely available free solutions because it is not in any organization's financial interest to promote them. Hence students continue to struggle needlessly.

To help overcome this, I use a large part of the money I earn creating and publicizing FREE resources.

Dyslexic students can achieve academically. I have worked with many who exceeded everyone's expectations in formal exams.

Parents, PLEASE do not assume schools will provide all the support dyslexic learners needs, no matter how great the reputation.

Teachers, PLEASE do not assume you are already doing everything you can to improve dyslexic learning. I have been doing this for over a decade and I am still learning.

I can assist you with [YouTube Videos](#), my [Facebook Group](#), and my affordable consultancy services for both [families](#) and [schools](#).

[Subscribe to the Achieve Now YouTube Channel](#)
[Click Here to Join my Facebook Group!](#)

Accessibility Tools Webinar

Take a look at the Accessibility Webinar hosted in November.

What does this webinar cover?

In 2015 a team of Microsoft engineers came together in their annual 'hackathon' to pull together their thoughts on supporting those with dyslexia. In 2021, the resulting Learning Tools have now grown into a set of features that support accessibility needs across the education community. The tools include features like Immersive Reader, Dictation, Subtitles and many more and are available free in Microsoft 365.

In this free webinar, Arran Smith will talk about all the latest updates and features that are available as part of Microsoft 365 accessibility tools and features along with giving some updates on a brand-new tool called Reading Progress.

Who would benefit from this training?

This webinar is designed for teachers, SENCO's, senior leaders and IT professionals giving you a basic awareness of what is available to support children and young people with SEND using Microsoft 365.

Access for Free

Dyslexic Advantage Newsletter JANUARY 2022

Q & A Dyslexia, Finding the Positive, Dyslexia News and more.



MOBILE: Read issues on our free app [Apple iOS](#) or [Google Play Android](#).

Articles:

Finding the Positive

Q & A Visual Processing

Nurturing Strengths

Dyslexic in a Non-Dyslexic World

Further Testing

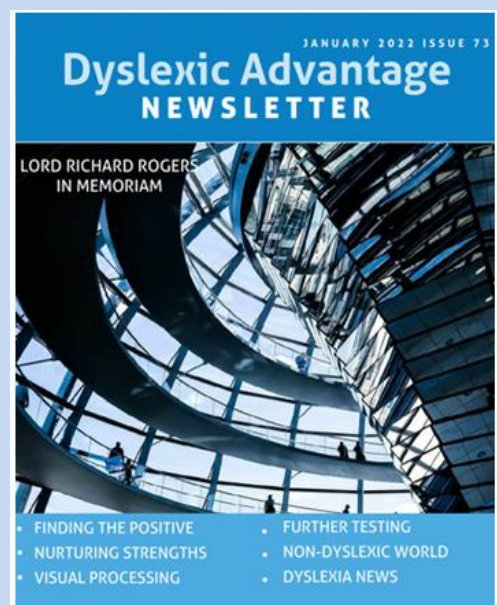
In Memoriam Lord Richard Rogers

Dyslexia News

Apply for Karina Eide Young Writers Awards

Read the entire Newsletter Magazine here:

<https://www.dyslexicadvantage.org/newsletters/>



Visualization Pathway: Creative Discovery - Dyslexia | Dyslexic Advantage

by DYSLEXIC ADVANTAGE TEAM



The notion of creative visualization dates back at least from the time of ancient Rome when Cicero commented about his “mind’s eye.”

Since that time, many of the world’s greatest inventors and scientists, and writers and artists, athletes and entrepreneurs, have attributed their insights to creative imaginings and thought experiments.

It seems that many dyslexic children and adults also have this gift and for many it may be one of their most treasured resources.

Compact disc inventor James Russell used this talent to turn models of his compact disc invention around in his head, while MIT Professor Cathy Drennan used her powers of imagination to visualize how new molecules could combine with each other in three dimensions.

Hollywood filmmakers like Steven Spielberg use visualization to design their epic scenes and camera movements, while visionary CEOs, artists, writers, musicians, and composers use their imagery to create beautiful and amazing works that have never existed before.

These gifts often come with trade-offs, as do most extreme abilities, but we should never lose sight of the huge positives that visualization powers bring.

If you feel as if you haven’t had much time in your day to let your mind wander and “un-focus,” you might be robbing your mind of the opportunity to do some of its most creative work!

To read Pollard’s article on Mental Imagery and Creative Problem Solving, click [HERE](#).

“Much of creative thought of the designers of our technological world is nonverbal; its language is an object, or a picture or a visual image in the mind. Thinking with pictures is an essential strand in the intellectual history of technological development.” – Eugene Ferguson



Whether or not you - or someone you love - has dyslexia, it's an important topic for all of us to understand and engage with.

It can be really difficult for neurodiverse people to navigate a world that doesn't accommodate their needs. Luckily, we have individuals and organisations who are fighting for this to change. Whether they're leading vital research, providing support, or educating others, dyslexia advocates are helping to make the world a better, more inclusive place for everyone.

And so, following off the back of Dyslexia Awareness Month, we thought we would share some of the top dyslexia blogs that we've come across in 2021. Keep reading to find out what they are:

The Studying With Dyslexia Blog

The Studying With Dyslexia Blog offers everything from insightful articles to online training and dyslexia resources. It is authored by John Hicks, who also runs Parenting Dyslexia, a Facebook group that has 2500+ members and focuses on providing emotional support to parents and their neurodiverse children.



Alongside the blog and Facebook group, John is a therapeutic counsellor and parenting coach. He works directly with parents to help their children receive the right support at school so they're able to reach their full potential and reignite their love of learning.

John's work in dyslexia began after his own experiences as a parent trying to get his daughter support. With the blog, he is determined to inform and inspire the supporters of dyslexic learners across the UK as they help these incredible unique thinkers in unlocking their brilliance.

See all the amazing work John has done for dyslexia advocacy by checking out [his website](#) and [Facebook page](#) today!

Dyslexia.ie

The Dyslexia Association of Ireland (DAI) was first established in 1972. This non-profit organisation works with and for dyslexic individuals, helping them to self-actualise in all aspects of life.



Some of the DAI's main services include providing information, training courses, assessments and tuition for those with dyslexia. Alongside this, the organisation passionately advocates for the needs of people with dyslexia and works to deepen public understanding of dyslexia.

If you are looking for a one-stop hub of all the latest dyslexia news and research findings, then make sure to check out the DAI's blog and social media channels. The articles are not only informative and insightful, but also inspiring. Alongside the blog, the DAI runs a fantastic podcast called Dys & Dat. Each episode features interviews with dyslexic individuals and neurodiversity experts who share words of wisdom, encouragement and solidarity.

You can support the DAI's cause by heading to their [donation page](#) or by becoming an [official member](#) today.

Dyslexia the Gift

Dyslexia the Gift is owned by Davis Dyslexia Association International (DDAI) and is a companion to their main website, [Dyslexia.com](https://www.dyslexia.com). The blog is updated weekly with news articles and also features book reviews, videos, resources, and links to dyslexia podcasts.



Dyslexia the Gift is focused on the positive side of dyslexia, hoping to uplift and empower neurodivergent learners. Most of the articles are about shared experiences, new research, and information on the use of Davis methods for dyslexia, math, and attention mastery. DDAI was formed in 1995 by Ronald Dell Davis. After discovering how to effectively manage his own dyslexia, Davis began developing different methods for helping other dyslexic people to do the same. You can learn more by visiting [Dyslexia the Gift](https://www.dyslexia.com) today.

Dyslexia Codebreakers

I'm Georgina Smith, a dyslexia specialist, PATOSS member and author of [CodeBreakers](#) dyslexia programme. I've been working in the field of dyslexia for around 20 years. I enjoy learning about coexisting learning differences, particularly language development delay, APD, ASD and anxiety, and learning how we can support individuals of all ages by putting this knowledge into practice to provide holistic intervention.



On a daily basis I teach children in mainstream/non-mainstream schools who have coexisting learning differences. Additionally, I work with adults, last year I appeared on Channel 4s, [The Write Offs](#). I'm passionate about ensuring I understand an individual's needs, goals and motivation.

I'm equally passionate about raising awareness of dyslexia, ensuring children and adults receive the correct support. I'm often involved in campaigning and media projects to help raise awareness. I also organise conferences for parents and professionals. Like many of us, I have personal, family experiences which brought me to work in the field.

Succeed With Dyslexia

Succeed With Dyslexia is a global dyslexia positivity movement on a mission to raise awareness and champion accessibility all over the world. They create blogs, webinars and many other resources all of which can be found via their homepage. They also produce a popular YouTube news called [Dyslexia News](#) all about happenings in the international dyslexia community and the amazing people who are driving change.



SWD also run a number of global campaigns throughout the year, such as [Go Red for Dyslexia](#) - dedicated to raising awareness of dyslexia and literacy differences - and [DEAR for Dyslexia](#), which promotes reading and the use of assistive technology to transform the dyslexic learning experience and give people the tools that they need to read and succeed.

Dyslexic Teachur

Dyslexic Teachur is all about unpacking the common misconceptions surrounding dyslexia and seeing it for what it actually is. Not only does the blog provide tips for supporting dyslexic kids in the classroom, but also methods for helping members of staff who are dyslexic themselves.



Dyslexic Teachur is run by Joe Marucci, a 24 year old dyslexic educator who hopes that, by sharing his own personal struggles and how he overcomes them, he can help others to do the same. Joe believes there is no one-size-fits-all process for dyslexic learners. Instead, it's about developing an understanding of how each individual absorbs information and going from there.

You can find Joe on Twitter under the handle [@JMAedu](#) or [visit his blog here](#).

Unique Dyslexic Eye

I founded my social enterprise Dyslexia Pathways CIC 13 years ago. In March 2020 we embarked on a new venture, Unique Dyslexic Eye. This was our response to lockdown.

In 2020 I passed my HND in Broadcasting. We founded two new accessible and inclusive podcasting and broadcasting social media pages called Unique Dyslexic Eye. My [Steve Unique Dyslexic McCue blog](#) has had over 296.000 views and our aim is to bring that success to our podcasting and broadcasting.



Our overall goal is to support and nurture the mental health and wellbeing of the dyslexic and neurodiverse communities. On our podcasts and broadcasts we exclusively play music and poetry written and performed by dyslexic and neurodiverse musicians. We also raise awareness of the positives of being dyslexic and neurodiverse and I give advice and guidance on how to succeed and overcome barriers to life, employment and education.

When I founded [Dyslexia Pathways CIC](#) I wanted to offer a different vision. One that challenged the idea that dyslexia and neurodiversity are about deficits, disorder and discrepancy. To do this we promote a social model of dyslexia which focuses on the idea that dyslexia and neurodiversity is about diversity and difference. We see our social model and social enterprise model as an innovative, inclusive and positive way forward. We do not see being dyslexic or neurodiverse as a problem.

Dyslexia Octopus

Beth Beamish was in her forties trying to help her dyslexic son learn to read and spell when she recognised dyslexia was behind many of her own embarrassing bloopers.

Driven by a desire to understand the condition, Beth read everything about dyslexia she could lay her hands on and went to lectures and presentations. The information she gathered over seven years became her book - [Dyslexia: Wrestling with an Octopus. 10 Tips to Help Your Child](#).



Beth likens dyslexia to an octopus - its tentacles are the potential areas of difficulty: reading, listening, spelling, writing, memory, motor control, spatial awareness, and the frequently overlooked health and social challenges.

Beth blogs regularly at [Dyslexia Octopus](#). Although she covers heavy topics such as depression, anxiety and bullying, as well as tips to teach reading and spelling, her tone is always upbeat. Her down-to-earth approach uses humour and real-life examples to share helpful advice.

Dyslexia A2Z

Maria Chivers is an international author and has several books published on Dyslexia and other Specific Learning Difficulties (SpLDs). Her last book is for children and adults on dysgraphia (handwriting problems).



Maria has dedicated most of her working life to understanding and raising awareness of all aspects of neurodiversity, including dyslexia, dyscalculia, dysgraphia, dyspraxia, ADHD and other learning difficulties.

In 1991 Maria established the Swindon Dyslexia Centre. Then, to reach a wider audience, she developed the [Dyslexia A2Z website](#).

Maria's vision is to provide a service to anyone who needs help to understand an extremely complicated education system. And this website helps to point people in the right direction to get tests, tuition, resources, and advice.

Maria believes children learn best through play. And as children worldwide can be affected by dyslexia, she has compiled a '[Children's Games List](#)' that has over 100 activities on it, many of which are free or cost very little.

Dyslexia Sparks

[Dyslexia Sparks](#) is Hull and East Yorkshire's only registered charity for dyslexia. Our mission is to support dyslexic individuals of all ages to unleash their inner spark and reach their full potential.



Our qualified team of specialised tutors and assessors is passionate about helping individuals with dyslexia – and associated Specific Learning Difficulty, dyscalculia – to thrive. Our professional services include diagnostic assessments for dyslexia and dyscalculia, specialist tuition plus free advice and guidance.

We work with organisations and schools delivering specialist services and training. Our training for schools helps teachers to spot the signs of dyslexia and apply techniques to support dyslexic learners within mainstream education.

Our support extends to the families of dyslexic individuals too with free parent/carer groups and training events. And our awareness-raising work promotes understanding and positivity around dyslexia.

Our vision for a world where dyslexic individuals are recognised and celebrated for the unique talents and strengths that they have to offer [#FindYourSpark](#)

Lexxic

[Lexxic](#) are leaders in empowering neurodiversity in the workplace. A specialist psychological consultancy, we believe that all minds belong, so it is our mission to inspire a working world that supports and values the talents of neurodiverse minds, empowering individuals to be their best selves at work.



We partner with organisations to make a positive difference; creating Neurodiversity Smart™ workplace cultures and delivering psychological support services to neurodiverse talent, including assessments, training, one-to-one coaching, and e-learning.

Having partnered with over 250 organisations each year across the UK and Ireland, our in-house specialist team of Chartered and Occupational Psychologists have considerable real-life and lived experience of neurodiversity. This experience and expertise allows us to tailor and adapt our services and solutions to meet your specific organisational needs.

For more information please [visit our website](#).

Please note that Twinkl is not responsible for, nor necessarily endorses, any of the content or views shared on the external websites listed above, or by their operators.

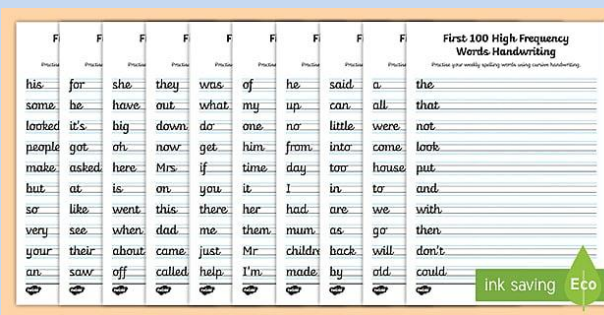
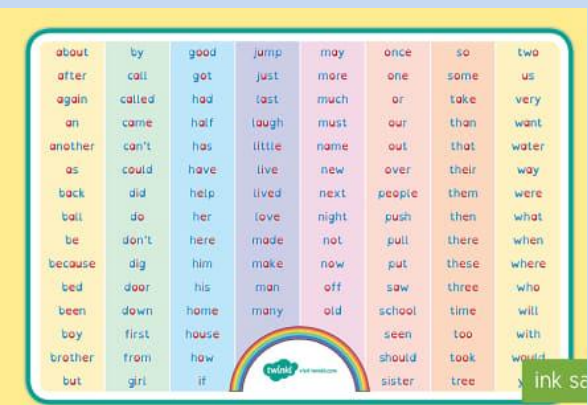
Further Information on Dyslexia

One of the best ways to improve provisions for dyslexic pupils is to learn more about dyslexia ourselves. Check out this series of blog posts that Twinkl Inclusion released last month for Dyslexia Awareness Week and gain some helpful insights into supporting children with dyslexia:

- [An Expert's Advice](#)
- [Common Misconceptions](#)
- [Inspirational Stories: The Dyslexic Teacher](#)
- [The Impact of Lockdown on Struggling Readers](#)
- [Understanding and Supporting Dyslexia in Primary Schools](#)
- [Dyslexia Friendly Classrooms](#)

Educational Resources for Dyslexia

Teachers striving to make their classrooms more dyslexia-friendly might benefit from using our [dyslexia-specific educational resources](#). Our library has everything from dyslexia intervention guides to high-frequency word mats. Have a look at some of our downloadable resources here:

 <p>First 100 High Frequency Words Handwriting Worksheets</p> <p>ink saving Eco</p>	 <p>Dyslexia KS1 Word Mat</p>
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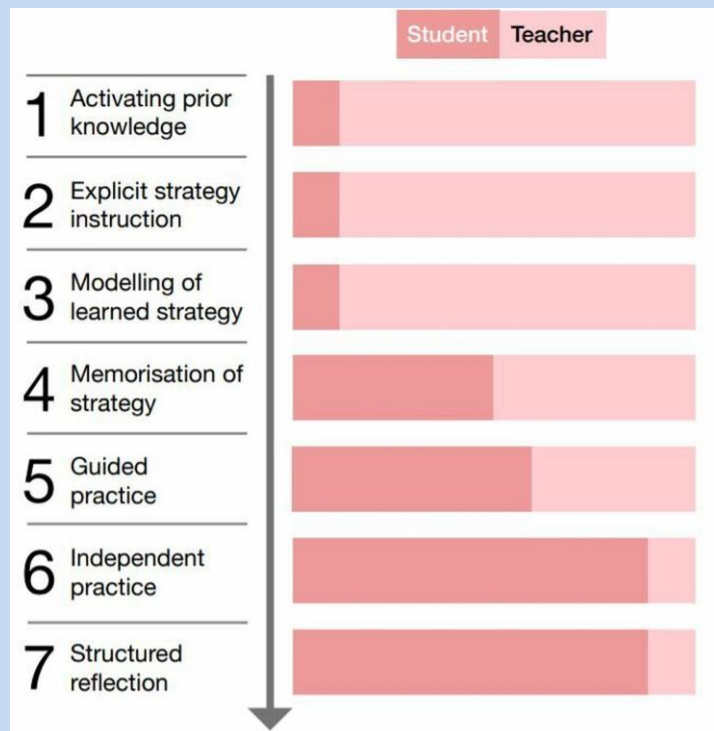
[Education Endowment Foundation \(EEF\)](https://eef.org.uk)

[EEF blog: Structured support for independent learning | EEF](#)
[\(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Our Learning Behaviours specialist, Julie Kettlewell, explains how to develop pupils' capacity for independent learning.

["Developing and structuring independence involves a planned shift in responsibility from the teacher to the pupil," explains our Learning Behaviours Specialist, Julie Kettlewell, in this NEW EEF blog on supporting independent learning.](#)

Read here: <https://eef.li/Rd6v2v>



Dyslexic Advantage

The Pleasures of Reading by Ear

Readers and listeners sometimes debate whether one way of consuming a book is better than another, but it's likely that there is not a single answer for everyone.

[Read more at Twitter](#)



Dyslexic Advantage

Creative Math Educator: Our Story of Dyslexia and Math

Paula is an innovative math educator and paper artist who brings all types of math wonder and discovery in her work a math educator.

[Read more at Twitter](#)



Getting dyslexia support in place at school MAY be really easy with these steps!

I deliberately used the word 'may'. Nine times out of ten it seems that getting dyslexia support in place often involves a bit of a 'fight' to get what our children need however if you not doing the following then you may be making life difficult for yourself.

I want to share some steps that worked for me and have worked for other parents that I have supported via my Parenting Dyslexia Direct service:

Be confident in what you can ask for.

Did you know that you are legally entitled to ask for support for your child? The UK Government definition for disability includes dyslexia. If your child is dyslexic and the school is not putting recommendations in place to support your child's learning, then they are technically breaking the law. Whilst the law may not be policed very well, you still have every right to be persistent and get the school to work with you and your child so as to unlock their potential.

Be persistent and follow up on actions.

No one likes people being pushy, but it really is the 'how' that matters here in terms of persistence. If you ask your school for a meeting or for some kind of action then make sure that you follow up. Don't let your good work slip. Time really is of the essence so if you don't get a response within a week from someone at school, by all means get back in touch. Phone them if you need to but always follow up in the spirit of partnership.

Work with your school in the spirit of partnership rather than 'them and us'.

It is so easy to see school professionals as the 'them' to our 'us'. If we engage with school staff in this way then it won't be long before someone feels awkward and negotiations fail or emotions ride high. Personally, no matter how much my daughter's school dropped the ball, I confidently addressed it with them in a spirit of partnership rather than confrontation. It really does change the rules of engagement and brings about real positive change. Everyone deserves respect and if we can maintain respect as we work with school professionals then this is the fastest way to win them over and influence them.

Are you currently taking these steps?

I am sure that you are already engaging with school in the ways outlined above, but if you are not and the process of getting support has stalled for some reason then I would really like to get you moving again. Your child and you deserve this.

To help you I will need you to complete the Parenting Dyslexia Diagnostic, a review of your progress so far and an opportunity to speak with me to troubleshoot why the process has stalled. Complete the questions and then book a 15 minute chat with me and I will help you identify actionable steps that will make a difference and get the support that your child needs to unlock their potential in school.

[All you need to do is click here to take the Parenting Dyslexia Diagnostic.](#)

Wishing you all the best,
John Hicks

Parenting Dyslexia and The Studying With Dyslexia Blog

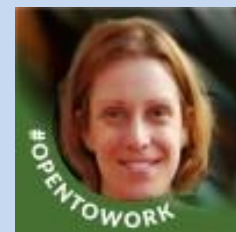
Neurodiversity and Preparing for January Exams — Scanning Pens Blog

It's a great time to start preparing and working revision into those schedules as education takes its winter break.

[Read more at Twitter](#)

Helen Ross announced on LinkedIn . . .

I WROTE THIS!!!! It's my theoretical framework - I made it myself!!!!
Published, reviewed and everything!!!!!! So chuffed with myself and glad
of the support network around me!



[Between Home and School: Exploring Parents' Experiences of Educating in a Pandemic | IntechOpen](#)

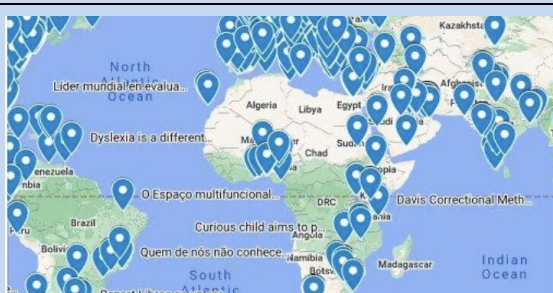
Drawing on open ended survey data constructed during the Spring-Summer of 2020 at the height of COVID-19 related lockdowns, this chapter explores parents' experiences of parenting young people with specific learning difficulties during a pandemic using a theoretical model based on the work of Bourdieu, previously developed by Ross.

Bourdieu's principles underpin this study of parents' individual sense-making of home-schooling their children. This sense-making is highlighted as framing parents' interactions with professionals working with their children. There is a particular focus on parents' attempts to procure and engage with appropriate support for their children with specific learning difficulties. Systemic expectations relating to home-schooling and parents' roles in this are delineated and clarified. The intersection of systemic expectations on parents and their interactions with professionals is deconstructed to highlight the difficulties parents encountered with their ever-shifting roles during the course of home-schooling their children. Recommendations for practice are then drawn out.

Read on at:

[Between Home and School: Exploring Parents' Experiences of Educating in a Pandemic | IntechOpen](#)

Resources and new events



The Dyslexia Map - Dyslexia Associations Around the World -...

A world map of dyslexia associations.
Are you looking for a local organisation for support, information, or advice?

<https://lnkd.in/e-en5UZ6>

[Marcia Brissett-Bailey BSc, PG Dip \(QCG\), MA, IPSEA | LinkedIn](#) reported that [Martin Bloomfield](#) has done incredible work mapping Dyslexia Associations around the world.

"If you type [#dyslexia](#) into [#Google](#), and then click on "maps", you'll be presented with a fairly limited array of dyslexia associations and diagnosticians in your area. If however you use the [#DyslexiaMap](#), as over 20,000 others have done now, you'll be presented with nearly three and a half thousand businesses, schools, diagnosticians, associations, and support groups, all over the world."



We're here to help.

Driver Youth Trust is here to support all teachers, schools and educational professionals to get to grips with the new educational climate. Head to our website to find [free resources](#), regular [SEND policy updates](#) and high quality, topical [professional development](#) opportunities.

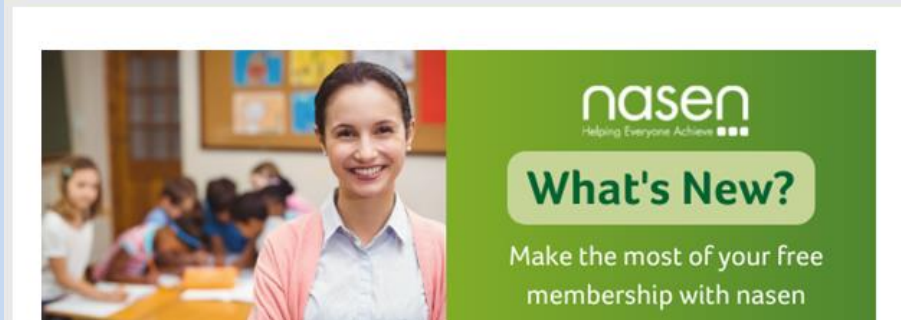
How can Cognitive Load Theory transform learning in your classroom?

Cognitive Load Theory defines learning as a change in long-term memory. The theory is based around the idea that our working memory - which processes what we're currently doing - can only take on a limited amount of information (or 'load') at a time. Our working memory holds and makes sense of new information. If there's too much new information at once, we experience 'cognitive overload', and some details won't make it to into our long-term memory.

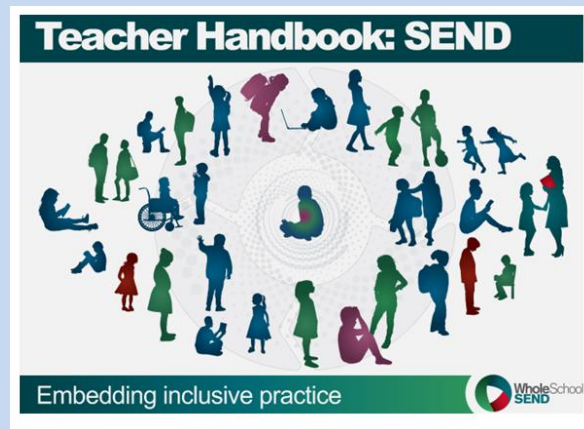
Looking at Cognitive Load Theory in relation to the classroom means you can identify factors in your learning environment, lesson plans and delivery and intervention styles which may be overloading your learners:

[Download our free Classroom Strategies pack for inclusive and accessible ideas!](#)

[Discover our full CPD menu](#)



New monthly email will keep you up to date with upcoming CPD opportunities, fantastic new resources and much more!



Whole School SEND's newest resource – *Teacher Handbook: SEND Embedding inclusive practice* – is now available on [SEND Gateway Home Page | SendGateway](#).

With contributions from **specialists across the sector**, the handbook is a comprehensive resource for teachers to use over time as they put inclusion at the heart of their practice.

It brings together **practical examples of high quality teaching** - placing focus on removing barriers to learning, getting to know and understand individual learners, and bringing to life the graduated approach.

Each of the six sections - which are intended to be used as required rather than read in sequence - offer a wealth of ideas and information about the following key areas:

- Understanding your role
- Knowledge of the Learner
- Creating an inclusive environment
- Planning inclusive lessons
- Subject-specific guidance
- Graduated approach
- Strategies to scaffold learning
- Teacher wellbeing

In our webinar, '[An Introduction to the Teacher Handbook: SEND](#)', lead authors, Katherine Walsh and Amelie Thompson, talk members through the vision behind the Handbook, and detail how it can be used in practice.

A **new ITT resource pack** is also now available. Offering a varied suite of materials that ITT providers can use in their programmes to help new teachers develop their understanding, it both supports the ITT framework and complements the new handbook.

Access for FREE



Miniguides for all practices are free to all nasen Members.

Packed with information and tips to help you within your setting,

Take a look at our range of helpful booklets including [Understanding Inclusion](#)

Download miniguides now



What's new on TTRS Online

Newsfeed and change log

The TTRS team is continually working to enhance the experience for all of our users. Throughout 2021 we have been busy adding subjects; enhancing features; updating activity feeds and settings and providing clearer designs. Here are a few reminders and remember you can take a full look at [everything that was new in 2021 here](#).

New subjects this year include our **series on learning difficulties/ differences** ADHD and Me; Autism and Me; Dyscalculia and Me; Dysgraphia and Me and Dyslexia and Me.

We have also added **subjects related to hobbies and personal interests** such as All about Gaming; Olympic and Paralympic Games; All about Fitness; All about Music and All about Art.

The following **curriculum-related topics** have been added and are proving very popular - GCSE Biology, Chemistry and Physics; Common Latin Root Words; Grammar for Writing; Commonly Misspelled words and Autumn/ Fall words.

With 2020 and 2021 being difficult for so many people, there's never been a more important time to look after ourselves and each other. The subjects on Wellbeing and Adopting a Growth Mindset are great to support **mental health and personal growth**.

New **features and updates** have included auto-saving modules; updated activity feed and light and dark modes.

Follow us and keep in touch

Remember to follow TTRS on social media to see the latest news and updates. Also please contact us with your questions, suggestions and feedback.

[Please follow this link to book a call with me](#) to discuss more ways we can work together to support people with dyslexia and other learning differences.

Warm regards,

Liz and the TTRS Team

Course dates

We have a full programme of courses – online and face-to-face – for parents, children, young people and education professionals. Our [courses web page](#) has more details.



Supporting Learners with Dyslexia/SpLDs

From Friday 25 February – online

Aimed at Teaching Assistants and anyone supporting learners

Supporting Learners is a very practical course with lots of useful, tried and tested strategies to enable you to support learners effectively. The course comprises six weekly online sessions.

Full details [here](#)

Parents' HELP Courses

From Tuesday 22 February – online

From Wednesday 2 March – Kidlington, Oxfordshire

Our ever-popular, six-session Parents' HELP course gives practical ideas and strategies to help you encourage, motivate and support your child at home with their learning.

Full details [here](#)



[New webinar schedule for 2022!](#)

We are excited about our new line up of webinars for January – June 2022 and proud to be able to continue to offer them at no cost to everyone. These 20 - 30 minute webinars span a range of assistive technology topics and are ideal Professional Learning for anyone working with children and young people with Additional Support Needs.

[Sign up today](#) for any or all of them! Webinars include:

- [Essay Writer: A visual writing tool](#)
Helen-Louise Rowe, Essay Writer
Wednesday, 2 February 2022 from 16:00-16:30
- [Creating accessible documents](#)
Craig Mill, CALL Scotland
Wednesday, 23 February 2022 from 16:00-16:30
- [Speech to text and the iPad Notes App](#)
Blair Minchin - Class teacher, Victoria Primary, Edinburgh
Wednesday, 9 March 2022 from 16:00-16:30

See also: [Research relating to the use of Immersive Reader](#)

Learn more about the research behind Immersive Reader, one of Microsoft's Learning Tools for inclusive classrooms.

Using Microsoft Word to Support Learners with Additional Support Needs (ASN)

by [Craig Mill](#)

14 January 2022



Craig introduces a new series of short video guides explaining how to use Microsoft Word's built-in tools to support learners with literacy difficulties.

Small changes can make a big difference!

Read more here: <https://www.callscotland.org.uk/.../using-microsoft-word.../>

Small changes can make a big difference! In this new resource 'Using Microsoft Word to support learners with Additional Support Needs (ASN)' [a series of short video guides](#) explains how you can make small changes using Microsoft Word's built-in tools to support learners with literacy difficulties.

There are 20 videos in total which are organised in a [contextual YouTube Playlist](#).

The video guides explain and demonstrate how make small and simple adjustments (that are often overlooked) such as changing and setting the font style, customising background colours, spelling support and Immersive Reader, how to open a PDF in Word, how to create a custom toolbar in Word and much more.

The video guides also include tools that are available in Word Online (Office 365) such as Dictate and Transcribe which converts audio to text.

See this link for video [Using Microsoft Word to Support Learners with Additional Support Needs Asn \(callscotland.org.uk\)](#)

If you are unable to view the guides on YouTube [you can view and download the videos from my OneDrive Account](#).

Other useful resources to support literacy

You can also supplement the video tutorials with the free illustrated guide '[Making the Most of Microsoft Word 2016 to Support Learners with Literacy Difficulties](#)'.

Other useful resources to support ASN, particularly learners with literacy difficulties include:

- [iPad Short Video Guides to Support Reading and Writing](#)
- [Creating Accessible Documents - a free Online Learning Module](#)
- [How Do I Make My Slide Presentations Accessible for My Learners?](#)
- [Using Windows 10 to support learners with a visual impairment](#)
- [A Guide to Word Prediction](#)

THE STUDYING WITH DYSLEXIA BLOG

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

Webinar
24th January 2022
7pm

Free Webinar

In this webinar John Hicks (Studying With Dyslexia Blog) and Mary Wilcox (Assistive technology expert from Aventido) will discuss how a child with dyslexia should use text to speech technology within the Secondary School environment.

John and Mary will cover the following:

- 1) Defining text to speech and demonstrating the concept.
- 2) How should TTS be used in exams?
- 3) How should TTS be used in the classroom?
- 4) How should TTS be used with homework?

In joining us on this webinar you will go away with a better understanding of how text to speech technology could be useful for your child as a tool to support their learning as well as understand how it 'levels the playing field' rather than give an unfair advantage.

[Register for 'What is text to speech and how should my dyslexic child use it at school?'](#)

[Steve Chinn – Maths Explained Tutorials](#)

Maths Explained
mathsexplained.co.uk

With Covid going on and on I have extended the 50% discount on my mathsexplained.co.uk video tutorials and worksheets to 31st March 2022. Works out at about £1 per tutorial. No other fees.



Diane Gifford telephoned the WDA to tell us about her touch typing courses which she already runs in our area. She believes they might be of interest to both parents and teachers. Additional information available on her website at: www.typebytouch.co.uk

“Touch Typing is one of the most useful skills a child can learn”

(John Clare, Education Correspondent, Telegraph)



Our Course is designed with the special needs of Dyslexic individuals in mind.

Touch Typing provides a very different option for writing and usually has a very significant effect, completely changing how they feel about written work.

A few of the many wide reaching benefits:

- Touch typing offers Dyslexics a different and powerful way to learn to spell – it becomes a series of patterns and finger movements rather than a string of letters.
- Working on a computer means capturing thoughts, adding structure later.
- It can improve physical dexterity, boosting eye-hand co-ordination, letter recognition, spelling and confidence so actually helps handwriting!
- Engaging, fun, non-competitive – enjoyed by all

Diane Gifford has run professional touch-typing courses for many years with positive outcomes and great feedback. We are also a DofE Skills Provider for 13yrs+

Course cost: £249pp with £25 sibling discount. All equipment supplied.

Places Limited - book now: **07494 717 578**
or at dg@typebytouch.co.uk

Will has very much enjoyed coming to you for his touch typing sessions. Thank you for creating such a fun and nurturing environment, I know he has got so much out of it.

Thank you once again for delivering this course in such a brilliant way, we all appreciate it.
Claire (SENCO): Dec 2021



www.typebytouch.co.uk





2022 Patoss Annual Conference & AGM

In 2022 we will once again be holding our Annual Conference virtually. This time you will have opportunities to access **all** seminars/presentations.

Each year some of the top SpLD specialists in their given profession come together for the Annual Conference. **Held on 23rd April 2022**, Dr Nancy Mather: Associate Professor at the University of Arizona in Tucson, will be giving the keynote address - **Assessment of Dyslexia: Constructs and Challenges**.

As a run-up to the conference day we making all six seminars available to all delegates **three weeks in advance of the conference**, so you have the opportunity to hear them all before the day. **The seminars will not be shown live at the conference**, but our speakers will be present at the event on the 23rd for live Q&A sessions with delegates.

The keynote address **will** be presented on 23rd April with a live Q&A session following.

All recordings will be available for two weeks after the conference.

This year there will be more opportunities to network with other delegates, interact with sponsors and exhibitors and meet virtually with other attendees whose interests match yours with our improved networking service.

For more information or to book the course [click here](#)



FREE Online Autism Training

Helen Eaton hosts a variety of online autism training sessions. The live talks on Zoom give you a chance to ask questions, share ideas, or just relax and watch.

Autism in the Classroom - Monday 24th January 7:00pm – 8:00pm

This popular talk is for families, schools and professionals to explore ideas to help support autistic children in the classroom.

For more information on available courses and to book your place(s), please click [HERE](#).

Free Sessions for Parent Carers and other Adults to Help Relieve Stress, Anxiety and Depression

A new weekly session is starting in Trowbridge, using simple practices to relieve stress, anxiety and depression, especially during this time of the pandemic.

Sessions will take place at Trowbridge Town Hall for free for 5 weeks, beginning **Friday 14th January 2022**.

The sessions are intended to be for everyone in the local community, offer easy practices of gentle movement and breath practices known as Breath-Body-Mind (www.breath-body-mind.com), and are designed to be as accessible as possible.



Breath-Body-Mind

Learn to breath to strengthen and balance the Mind, Emotional and Physical Body

Evidenced based Science and Ancient Wisdom unite

Gentle easy movement and breath techniques that affectively release stress, anxiety, depression and trauma used by psychiatrists, psychologists & therapists around the world

TROWBRIDGE TOWN HALL

FRIDAYS

2-3 pm

Starting 14th January

First 5 sessions FREE

Small group with safe distancing to be covid safe

Suitable for everyone - any age & ability
INCLUSIVE & TRAUMA SENSITIVE sessions

To find out more or book a place
Contact Konnie

M: 07956 983 154 E: konikasn@gmail.com W: shalayogahaven.co.uk

The Secrets of Dyslexia and ADHD

Olive Hickmott

“This all makes so much sense.” This is what parents and adults say to me over and over again when they find out these secrets. Over 22 years I have had so many lightbulb moments when working with families, I wanted to give you, for free, a New Year's present of 4 live video presentations, where you too will learn the secrets and how to immediately help neurodivergent adults and children...



<https://olivehickmott.wordpress.com/.../the-secrets-of-.../>



Download the slides:

- [Mental Health in the workplace and support for shielding employees](#)
- [Access to Work – information about the scheme](#)
- [Practical strategies for retaining disabled employees through Covid-19](#)
- [Changing the conversations to implement inclusive economic planning](#)
- [Practical strategies for effective and inclusive remote team working](#)
- [Supporting employees to return safely back to work](#)
- [Mental Health & Wellbeing in the workplace during and post Covid-19. Practical line manager support](#)
- [Neurodiversity – language and communication-based challenges](#)
- [Inclusive recruitment practice to support disabled applicants](#)
- [Recognising the talent of disabled people and maximising opportunities for progression](#)
- [Disability Confident and Work Programme Provider Services](#)

Or visit the [page with all the webinars](#)




Smart Links


Disability Confident Webinars Series 2020-2021

Disability Confident Webinars Series 2020-2021 shared by Michael Vermeersch.

[Read more at Twitter](#)



What You May Not Have Heard About Dyslexia
DyslexicAdvantage.org



Dyslexic Advantage

What You May Not Have Heard About Dyslexia

What You May Not Have Heard About Dyslexia From Dyslexic Advantage's first Conference on Dyslexia and Talent.

[Read more at Twitter](#)



The Literacy Journey through Education for those with Dyslexia

The BDA are offering WDA members the 'Member' rate for attendance at the conference – a saving of £10.

If you would like to attend, please email caroline.fowke@btinternet.com so I can confirm to the BDA that you are a WDA member.

Virtual Literacy Conference 2022 - The literacy journey through education for those with Dyslexia

Thursday 17 March 2022 – Online

Tickets from £30.00

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

Regardless of the age of individuals, it is important to understand the journey learners take from a young age through to higher education. This conference will look at the importance of early intervention, the impact of mental health and how to support learners of all ages, including some easy ICT/Assistive Technology tools.

The conference is designed to give teachers, tutors and lecturers an insight into factors that affect learners of all ages and how to support those with dyslexia throughout education.

[Conference Agenda \(pdf, 244.044 KB\)](#)

****5.5 hour CPD Certificate will be sent after attendance of the conference****

Should you be interested but unable to attend live on the day, you can purchase a recording ticket.

Line-up of Speakers:

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

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

Neil Alexander-Passe - SENDCO (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'

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

[Book now](#)



Dyslexia SHOW

Europe's Largest Dyslexia Event

25th-26th March 2022, NEC

Birmingham

[Register Now](#)


[TalkPAD - Talk positively about dyslexia with Arran Smith - YouTube](#)

Conversation includes Arran's preparation for the Dyslexia Show and his plans for the event in March. Two members of the WDA committee will be speaking at the event – see below!


Full details at: [Home - Dyslexia Show](#)

Dyslexia SHOW

Introducing David Williams



What it is like to be a dyslexic student in the classroom and how they can be supported



Day 1
11:30AM – 12:15PM
ROOM 3

Tickets from £17 inc CPD certificate

David Williams will be speaking at our Education Seminars.

Find out more and book tickets here:

<https://buff.ly/3c3nf7F>

Dyslexia SHOW LIVE

Introducing Dr Helen Ross



Towards Empowerment:
Supporting your child to be their best self.



Day 1
10:30AM – 11:15AM
ROOM 1

Parent Tickets £9

Join us and Dr Helen Ross of **Helen's Place**. She will be taking you through the journey from finding literacy tricky, to identification of needs and to finding power in the strengths and versatility that come with a dyslexic brain!

Sign up here:

<https://buff.ly/3bQC110>

Please do double check the programme to see when each talk is scheduled, as I believe Helen is giving her presentation on Day 2 (Saturday), not Day 1 as shown in the above image.



reasons why
EVERY teacher
should understand
Dyslexic Thinking



(5) 5 Reasons EVERY teacher should understand Dyslexic Thinking |

[LinkedIn](#)

Kate Griggs

“In most situations, we have a problem and we’re in search of a solution. For dyslexia, **we have the solution and we need to help people to understand the problem to begin with.**”

Josh Clark, Chair of the International Dyslexia Association – Made By Dyslexia Advisor



At Made By Dyslexia our mission is to train every teacher to **spot, support, and empower** every dyslexic mind. This mission is aligned with the following 3 UN Sustainable Development Goals (SDGs) and we aim to achieve this by 2030: SDG 4 Quality Education, SDG 9 Industry & Innovation and SDG 10 Reduced Inequality.

We are achieving our mission by creating highly effective, **free** training which equips teachers with the skills they need to spot, support and empower dyslexic learners. It also transforms how dyslexic learners see and value their own skills.

Here are 5 reasons why training every teacher is SO important:

1. Redefining dyslexia – for the 21st century

THIS IS
DYSLEXIA



21st Century Definition of Dyslexia

Dyslexia influences as many as 1 in 5 people and is a genetic difference in an individual’s ability to learn and process information. As a result, dyslexic individuals have differing abilities, with strengths in creative, problem-solving and communication skills and challenges with spelling, reading and memorising facts. Generally, a dyslexic cognitive profile will be uneven when compared to a neurotypical cognitive profile. This means that dyslexic individuals really do think differently.

Despite there being extensive research into Dyslexic Thinking skills, dyslexia is still largely perceived to be a learning difficulty or disability, with little or no acknowledgement of dyslexic strengths. So it's unsurprising that some in education shy away from 'labelling' children as dyslexic because of the perceived stigma associated with the 'difficulty' or 'disability'.

This reluctance to 'label' undoubtedly contributes to the shocking fact that dyslexia remains hidden in most schools, with 4 in 5 dyslexic children (80%) leaving school without their dyslexia being identified.

Dyslexia can be spotted by its strengths as much as its challenges. Our different way of processing information results in a pattern of strengths like critical thinking, creativity and communication skills. It also results in challenges which affect traditional learning like reading, writing, spelling, rote learning, memory and concentration.

But dyslexics can flourish in education, if both our challenges AND strengths are identified and supported early, and we are given adjustments and access to technology.

Once we redefine dyslexia to acknowledge both dyslexic challenges **and** strengths, then we remove the stigma and provide an empowering 'label' and a compelling reason to identify **every** dyslexic.

See video: [Dyslexic Thinking Skills](#)

2. Aligning with the world of work

“We wouldn't employ **Superwoman** and spend our time complaining about how bad she is with kryptonite. We'd focus on all the brilliant things she does, not judge her on her problems with kryptonite!”

Steve Varley, Global Vice Chair Sustainability at EY



In contrast to education, companies globally are now actively looking for dyslexics. They are redefining dyslexia - no longer seeing it as a disability, rather as a valuable skillset, recognising that Dyslexic Thinking skills match 10/10 with the top skills every workplace is looking for, as this film outlines:

See video: [Top 10 skills every employer is looking for](#)

Dyslexic Thinking skills are 'soft skills' like creativity, adaptability, leadership, innovation, problem solving, and critical thinking.

Watch our Vodcast with VPs at WPP, Facebook, Manpower who explain the importance of Dyslexic Thinking and why their organisations are actively recruiting Dyslexics.

See video: [Made By Dyslexia D.Spot Vodcast Disruptors - YouTube](#)

Made By Dyslexia partnered with 2 world leading organisations to research the importance of Dyslexic Thinking in the workplace.

- In 2018/19 Made By Dyslexia partnered with **EY** to produce the [Value of Dyslexia Reports](#) which map Dyslexic Thinking with the **World Economic Forum**'s Skills for the Future. These ground-breaking reports highlight a crucial fact: in a fast-paced and changing workplace, where machines are poised to take over many tasks, dyslexics have exactly the skills needed for the workplace of tomorrow.
- Our 2021 [“Dyslexic Dynamic” report](#) with global recruitment giant, **ManpowerGroup** Talent Solutions, finds that the pandemic has turbo-charged this digitisation and by 2025 humans and machines will split work 50-50. The 50% of 'human' skills needed map directly with Dyslexic Thinking, concluding that dyslexics have exactly the skills needed for the workforce of today.

So, all the evidence shows us that the world needs Dyslexic Thinking, so we **must** spot and empower it in every school.

3. Recognising the positive impact of the 'label'

“A dyslexic child should know they are dyslexic and they should know what dyslexia is, and that is almost the **most powerful thing** that we can give them is that knowledge.”

Hart Stuck, Teacher at Schenck School, Atlanta, USA



Teachers need to be trained to spot dyslexia because early identification is crucial for dyslexic learners. The earlier it's discovered and supported, the sooner dyslexic kids catch up and keep up. Dyslexia can be identified at 5 or earlier when dyslexic kids start to show signs. A mismatch in what an individual is capable of and the work they produce is a strong indicator of dyslexia. Once identified, and with the right support in place, dyslexics can and do flourish. Without identification and a 'label' we find it hard to understand why we are failing and this can cause serious problems. We develop low self-esteem which often leads to anxiety or mental health problems, and many children develop behavioural problems.

Our research found that:

- Aged 5, 1 in 3 dyslexic children are aware that they can't do what other children can
- By age 7 that figure increases to 2 in 3
- 4 in 5 dyslexics said the 'label' helped them develop the perseverance needed to succeed

For teachers, the identification is also crucial to their understanding of the child in their classroom, it helps to know there is a reason why a child is not able to memorise their spellings, or why they are having trouble reading. Knowing they are dyslexic means you can clearly identify that they need extra support.

Without the correct identification, too many dyslexic children have been misunderstood and wrongly labelled, often living with the consequences for the rest of their lives.

Watch our module on Identification here:

[Dyslexia Awareness Part 1: Module 5 - Identification - YouTube](#)

4. Creating Equality and Equity in Exams

Standardised tests and a 'knowledge' based exams make it even more important to identify every dyslexic child. Because spelling, punctuation and grammar, together with rote learning, remembering lots of facts and terminal exams, all fit neatly into our 'dyslexic challenges'.

So it's vital **all** dyslexic students are identified and given the adjustments they need to enable them to demonstrate their abilities and readiness for the workplace, by succeeding in this system. Currently this is not happening as our research with parents and teachers found:

- 80% describe the process of getting access arrangements as difficult, or not possible.
- 94% believe the process of getting access arrangements should be made simpler and easier

In the UK, recent changes and red tape to this process are making it even harder for students to get even the basic, free adjustments they need, like extra time. As a result, private schools now hire a team of assessors to deal with this increased red-tape to ensure that all their students have the necessary assessments to trigger support. If we are to remove the inequality to this system and allow the levelling up for all, then we must make the process simpler and fairer, not more complicated and discriminatory.

“My son is 25 and dyslexic. From an early age **his passion was storytelling** and words. That passion led to a BA and Masters in Creative Writing and a fulfilling career as a copywriter. But without extra time in exams, he would have failed to get a pass in English GCSE.”

Kate Griggs, CEO of Made By Dyslexia



5. Why every educator CAN, and must act NOW

Technology is enabling the democratisation and mobilisation of **teacher training**, **identification**, and **accessibility tools** at scale, meaning **every** government and **every** educator can now transform the outcomes for dyslexic students worldwide.

Free Teacher Training

Made By Dyslexia has created **free** training so every teacher can to learn how to spot, support and empower every dyslexic child. This online video based training is created in partnership with **Microsoft** and features expert teachers from exemplar schools in the UK and USA that are world renowned for supporting dyslexia. Their teachers share evidence-based strategies that:

- help every teacher create an inclusive classroom to empower all dyslexic children
- develop strategies for more personalised support for students
- identify and support Dyslexic Thinking Skills
- help parents to support their child at home and school

Access the FREE training courses, which include certificate of completion, on Microsoft here:

Level 1: [Dyslexia Awareness](#) essential knowledge for all teachers, learning support staff, and school staff.

Level 2: [Dyslexia Teaching](#) more in-depth training for teachers and learning support staff.

Watch what teachers are saying here:

https://www.youtube.com/watch?v=XL95V6lCLzg&feature=emb_imp_woyt

Technology is a Game-Changer

“The **skills of the future** are the skills that dyslexics by nature have. So for those creative, problem solving, resilient people, if we can remove the barriers then they can thrive and really succeed.”

Jonathan Bishop, CEO of Cornerstone Academy and Head Broadclyst School



In our teacher training we have worked with Broadclyst School in Devon, a [DfE English Hub](#), and a [DfE Ed Tech hub](#). The academy trust has trained **every** teacher and member of staff using Made By Dyslexia Awareness training. Their expert teachers features in our **Dyslexia**

Teaching Technology modules.

Watch the modules here: [Module 9 Technology: A Organisation & Study Skills - YouTube](#)

Empowering the next generation of Dyslexic Thinkers

Thought history great Dyslexic Thinkers have imagined and created things which have shaped our world for the better. Henry Ford made cars accessible to all, Steve Jobs gave us pocket computers, and Ikea's Invar Kamprad changed the way we furnish our homes. These visionaries and innovators imagined and created the impossible, and solved problems we didn't know we had. Right now, to solve the big problems we face as a world we need great innovators, creators, imaginers and communicators, and THIS is Dyslexic Thinking.

It's time to redefine dyslexia, and to make sure **every** school can **spot**, **support**, and **empower the next generation of Dyslexic Thinkers**.

And THAT is Made By Dyslexia's mission.

Thank you for reading and please share this article and our training far and wide.

Kate Griggs

I'm #MadeByDyslexia - expect big thinking & small typos

Kate Griggs is the author of 2 best-selling books on Dyslexia and Dyslexic Thinking, [Xtraordinary People](#) for children and [THIS Is Dyslexia](#) for adults, both published by Penguin.

Dyslexics in the news



[Dyslexia Scotland](#)

Young Ambassadors, Rachel and Kate, talk about their dyslexia and answer questions from pupils at Dunblane Primary School.

Lots of useful suggestions and video clips.
[Q and A with our Young Ambassadors - YouTube](#)



“
You will have a different way of looking at things to others and your creativity and skills will be very different, so own it!

You are amazing!”

Niamh Ayrton



#MyDyslexiaStory

Diagnosed at University, Niamh struggled through early education, often labelled as an anxious child. But a diagnosis “helped me realise my difficulties and work to my strengths.”

Read Niamh's story and find out her biggest achievement yet:

<https://bit.ly/3INVjnH>

Garran was recently diagnosed with dyslexia at the age of 25. He has channelled his love of poetry into a successful band and feels his dyslexia gives him a creative edge.

Read the full story here: <https://bit.ly/3t2YDWD>

“
Keep keeping on. Wear it, show it and raise it to the roof and be proud of who you are. It's neurodiversity that enhances creativity giving you an alternative edge.”

Garran Hickman



#MyDyslexiaStory



“
Dyslexia is a gift. Don't see it as a negative but an opportunity to learn about yourself as an individual to access the gifts and strengths you possess. Never give up!”

Alex Robertson

#MyDyslexiaStory

Alex shares her dyslexia story, how she found school a ‘difficult time’ not really understanding why she struggled, made mistakes and forgot things! But a diagnosis helped her understand and built her confidence.

Now Alex wants everyone to understand that “People with dyslexia are incredibly creative, determined and bright.”

Read the full story here: <https://bit.ly/3Eirw2J>

And finally . . .



“My thoughts are disordered, not especially logical and not at all linear – but that’s okay, they take me to more interesting places.”

Florence Welsh, Florence and The Machine

#MadeByDyslexia

MADE BY
DYSLEXIA



THINGS WE SAY TODAY, WHICH WE OWE TO SHAKESPEARE:

"KNOCK, KNOCK! WHO'S THERE?" "HEART OF GOLD"
 "IN A PICKLE" "SET YOUR TEETH ON EDGE" "GOOD RIDDANCE"
 "FAINT HEARTED" "SO-SO" "SEND HIM PACKING"
 "LIE LOW" "FIGHT FIRE WITH FIRE" "BAITED BREATH" "COME WHAT MAY"
 "THE GAME IS UP"
 "WEAR YOUR HEART ON YOUR SLEEVE"
 "NOT SLEPT ONE WINK" "FULL CIRCLE" "OUT OF THE JAWS OF DEATH"
 "TOO MUCH OF A GOOD THING"
 "WHAT'S DONE IS DONE" "NAKED TRUTH" "BREAK THE ICE" "WILD GOOSE CHASE"
 "LAUGHING STOCK" "BREADED HIS LAST"
 "HEART OF HEARTS" "VANISH INTO THIN AIR"
 "SEEN BETTER DAYS" "MAKES YOUR HAIR STAND ON END"
 "DEAD AS A DOORNAIL" "FOR GOODNESS' SAKE" "LOVE IS BLIND"
 "GREEN EYED MONSTER" "FAIR / FOUL PLAY / PLAY" "OFF WITH HIS HEAD"
 "THE WORLD IS MY OYSTER" "BRAVE NEW WORLD"
 "BE ALL / END ALL" "A SORRY SIGHT"



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For more information about the WDA, please take a look at our [flyer](#).



Facebook page: [Dyslexia Support Group - Chippenham](#)