



## Wiltshire Dyslexia Association

JULY 2022



### [Navigating Through Mental Health & Dyslexia In Your Educational Journey | Helen Ross](#)

In a Dyslexia & Me campaign exclusive, we're sitting down with Dr Helen Ross as we take a closer look at how dyslexia and mental health become intertwined in education.

As a SEN specialist, dyslexia expert, member of the board of trustees at The British Dyslexia Association and the founder and owner of Helen's Place (a hub of research, CPD and support for schools and families), we'll be calling on her expertise as we discuss the benefits of well-equipped teaching and how important it is to develop the right learning support skill sets.

[00:21](#) Helen's dyslexia journey

[03:41](#) Impact of educational experience on a person's life

[12:04](#) Pressure of choosing a career to go into after school

[16:41](#) Not letting other people's expectations of you cause anxiety

[20:58](#) Understanding the English language

[27:34](#) Self-care tips to help dyslexia

[32:34](#) Removing distractions to aid mental health and improve creativity

[#DyslexiaAndMe](https://okt.to/OXlx1B)

Information on Helen's work at: <http://helensplace.co.uk/>

Dyslexia & Me campaign information at: <https://www.succeedwithdyslexia.org/d...>

[#SucceedWithDyslexia](#) is a global movement to promote positivity around learning and literacy difficulties.

Join our Facebook Group: <https://www.facebook.com/groups/17905...>

Follow us on Instagram: <https://www.instagram.com/succeedwith...>

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

## Assessing for Dyscalculia using the APC criteria (SASC approved)



**Additional date added: Thursday 21 July 9am to 4pm**

Due to popular demand and the sell-out of our 11 July event, we have added an additional date for our one-day SASC accredited course in writing reports to APC standards for the assessment of #dyscalculia.

The course is for those who wish to apply for AMBDA Dyscalculia through the BDA APEL route as well as those who would like to gain more confidence in report writing for dyscalculia.

**[Find out more and book today](#)**



### NHS Staff Autism Training becomes Law

Measures to ensure all NHS staff receive training in learning disabilities and autism now have the full force of the law behind them. The Oliver McGowan Mandatory Training in Learning Disability and Autism programme has received royal assent. You can find out more [HERE](#).

### New Staff at the WPCCC

Following the recent WPCCC vacancies advertised and subsequent interviews, we are delighted to be able to announce our newest additions to the WPCCC team.

**Mia** will be joining Elaine in our **Telephone Triage Team**, **Claire** will be joining Gill and Ali in our **Outreach Team**, and **Rosie** will be our new **Volunteer Coordinator**. With the summer holidays fast approaching, all new members of staff will take up their roles at the beginning of September.

We offer our sincerest congratulations to Mia, Claire and Rosie on their successful appointment, and we very much look forward to them joining the WPCCC team. The latest opportunities with the WPCCC generated a significant amount of interest and we were overwhelmed by the number of applications we received. We would like to extend our thanks to everyone who applied.

### Contacting the WPCCC

**WPCCC Phone Line: 01225 764647 10am – 5pm**

You can email us: [admin@wiltpcc.co.uk](mailto:admin@wiltpcc.co.uk)

You can find previous WPCCC newsletters here: [Previous Newsletters](#)



## nasen Awards 2022 Nominations now open!

The nasen Awards 2022 are now open for nominations and you have until the 29th July to get your entries in!

Do you know someone who always goes above and beyond when it comes to ensuring the needs of children and young people with SEND are met?

Then why not nominate them for a nasen SEND Award today?

[Submit nomination](#)

There are 15 awards up for grabs this year, and you can nominate as many people/settings as you like in the following categories:

1. **nasen's Award for Early Years**  
*sponsored by Nursery World*
2. **nasen's Award for Primary Provision**  
*sponsored by IDL*
3. **nasen's Award for Secondary Provision**
4. **nasen's Award for 16 – 25 Provision**
5. **nasen's Award for Specialist Provision**
6. **nasen's Award for Co-Production with Families**  
*sponsored by Seashell Trust*
7. **nasen's Award for Young Person Aged 16 and Under**
8. **nasen's Award for Young Person Aged Over 17 (NEW)**
9. **nasen's Award for SEND Leader**  
*sponsored by National Education Union*
10. **nasen's Award for Learning Support Staff Member**  
*sponsored by Axcis Education*
11. **nasen's Award for Teacher**  
*sponsored by SENDcast*
12. **nasen's Award for Technology**  
*sponsored by Scanning Pens*
13. **nasen's Award for Publication (David Ryan)**
14. **nasen's Award for International Provision**
15. **nasen's Award for Person of the Year (NEW)**

Shortlisted entries will be invited to our awards ceremony which will take place on the 14th October, at the Grand Hotel, Birmingham.

For more information, please visit the [categories page](#). Good luck!

[Submit nomination](#)

# **WE WANT YOU!**

## **RECRUITING PARTICIPANTS FOR PSYCHOLOGICAL NEURODIVERSE RESEARCH**

### **ONLINE SURVEY**

- ✓ **AGED BETWEEN 16-30**
- ✓ **FLUENT IN ENGLISH**
- ✓ **OPEN TO CONTRIBUTING TO  
THE FIELD OF SCIENCE**
- ✓ **EXPLORING  
NEURODIVERSITY**

**YOU COULD WIN A  
£20 VOUCHER IN OUR  
PRIZE DRAW!**



**We encourage participation from individuals of all  
backgrounds, ethnicities and neurodivergence**

**FOLLOW QR CODE FOR FURTHER INFO  
AND CONSENT**

**OR CONTACT THE EMAIL ADDRESS BELOW**

map74@bath.ac.uk

Megan and Jess are currently masters students at the University of Bath and undertaking a research project. They are looking to recruit participants and wondered if we would be interested in sharing the study with our readers. The research hopes to make therapy more accessible to individuals who are neurodiverse.

For the purposes of this research, neurodiverse includes anyone who identifies or has a diagnosis of autism, attention deficit hyperactivity disorder (ADHD), dyslexia, dyscalculia, dysgraphia and/or dyspraxia.

The only participation requirements are also as follows; anyone who is:

- Aged 16-to-30 years old **and**
- Fluent in English

Participation involves:

- Completing an online survey, which lasts 30-to-45 minutes
- Optional: enter a **prize draw to win a £20 Amazon voucher**

Those who identify as neurodiverse and have previously received therapy will also be invited to have an interview exploring their experiences with this. In return, they will also receive a **£5 Amazon voucher**.

## Succeed with Dyslexia

The UK Association for Accessible Formats Exams Group is launching a new project to investigate the experience of students with Dyslexia who are taking external examinations.



This project focuses on the support that is given through accessible format development, rather than reasonable adjustments.

We would very much appreciate your input and assistance with this important project and would ask you to kindly complete the survey by clicking on the link below and following the instructions accordingly:

[UKAAF Exams Group: Additional Literacy Needs within External Examinations Survey \(surveymonkey.co.uk\)](https://surveymonkey.co.uk)



In their last newsletter, IPSEA wrote to us about the significance of the Government's proposals for reforming the system for supporting children and young people with SEND in England.

In a recently recorded webinar, their legal and policy teams outline further their concerns about the proposals and explain the implications of these for children and young people's right to special educational provision and support that meets their needs.

[Watch the webinar: SEND Review - the proposals, the implications and next steps](#)

[We encourage you to tell the Department for Education what you think.](#)

The proposals are open for consultation until **11.45pm on Friday 22 July**, and anyone who is interested in support for children and young people with SEND can submit their views.

Read IPSEA's guidance on [how you can respond to the Government's proposals for reforming the SEND system here.](#)



## Special Needs Jungle

Everything you need to respond to the SEND & Alternative Provision Green Paper including easy-answer forms & ponder points:

<https://www.specialneedsjungle.com/sendreview-everything.../>



### **WSS news and updates**

- We're celebrating success... but not stopping here!
- Online learning modules - would you like a preview?
- Your SEND CPD priorities

### **WSS webinars**

- Ensuring accurate identification of SEN in school and college settings  
- 4pm, 22 September 2022
- Is Ofsted a force for improving the education for all learners with SEND?  
Webinar recording now available!

### **WSS regional updates**

- Your regional team updates

### **nasen news**

- nasen Live 2022 - Inclusion by Design
- nasen Awards 2022 - open for nominations!

### **Sector news**

- SEND Review - Don't be a bystander!

**Maria Carney**

**Whole School SEND Communications Manager**

[mariacarney@nasen.org.uk](mailto:mariacarney@nasen.org.uk)



## **Access Arrangements CPD 2022-23**



We are delighted to announce our 2022/23 series of Access Arrangements CPD courses to keep you up to date with the latest JCQ regulations and requirements for exam access arrangements.

Commencing with a **FREE** update jointly presented with Communicate-ed, our range of online training options will allow you to select the sessions which best meet your needs, whether you are an experienced practitioner or completely new to working in access arrangements.

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



## **Dyslexia News - Ep16 | Dyslexia & Me Wrap-Up | Prioritizing Your Mental Health - YouTube**

Succeed With Dyslexia

Not just surviving but thriving with dyslexia.

In our latest episode of Dyslexia News, we're joined by some incredible individuals who are changing the narrative on dyslexia and mental health.

<https://okt.to/FUcAvn>

## **Dyslexia & Me: The Wrap Up! | Succeed With Dyslexia**

June 30, 2022

### **What a campaign!**

For the past sixty days, we've been exploring even more about dyslexia and mental health as part of our new Dyslexia & Me campaign. Although Dyslexia & Me only initially ran for May, we made the decision to extend into June, and we're glad we did – it's given us many more opportunities to chat to mental health experts, the trailblazers making a difference every day for people neurodivergent people, and more of you, the people who make up the global dyslexia community.

We couldn't have done it without you, either – from sharing your stories and your strategies to joining us online as we've chatted to experts, explored mindfulness and workshopped how to make the working world better, you've helped us discover so much more about our community and the people who make it tick.

## What we've been up to at SWD...

We've taken time out of our regular blogging schedule this month to bring you some features all about dyslexia and mental health, focusing on some of the aspects you told us you felt weren't spoken about enough.



[Dyslexia and Burnout: The 'hidden' mental health condition and how it can manifest in people with literacy differences](#)



[Co-Occurring Conditions, Dyslexia and Mental Health - What's the impact on our wellbeing?](#)



[Dyslexia, Mental Health and Experiences of Education \(with SWD Global Ambassador Julia Clouter\)](#)

We've also been chatting to experts from the broader dyslexia community all their experiences, and what strategies they employ to foster better mental health and mindfulness:

[How The History Of Dyslexia Paved The Way For Our Future | Dr. Philip Kirby](#)

[Couple Goals: Living with Dyslexia | Don & Elizabeth Winn](#)

[How Mental Health Affects Men With Dyslexia | Chris Boshier with Thriiver](#)

[Connecting With Nature In Your Dyslexia And Mental Health Journey | Jo Fallows](#)

[Creative Books That Inspire & Empower Others With Dyslexia | Margaret Rooke](#)

["My Dyslexia & Mental Health Issues Led to Creativity" | Dr. Neil Alexander Passe](#)

As always, we've had a wonderful time learning more about our global community and bringing you some vital information about a part of our lives that still doesn't get as much attention as perhaps it deserves in the global dyslexia conversation.

We couldn't have done it without your help - and stay tuned for even more action on the campaigns front.





**Change your words. Change your mindset.**



**New dates for our online Parents' HELP course**

Six 90-minute sessions on Tuesdays from 27 September

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

Join us on our ever-popular online course for parents, led by professional staff from the Helen Arkell Dyslexia Charity.

**Free or subsidised places for lower-income families.**  
 Details and how to book [here](#).



**Sally Daunt, Chair of the BDA's Music Committee writes:**

I wanted to share this excellent article with you in *Music Teacher* magazine. It's by one of our committee members, Karen Marshall. Do please have a look at it and pass it on to relevant colleagues (and parents).

[https://www.musicteachermagazine.co.uk/features/article/npme-building-a-musical-culture-in-a-primary-school-the-nuts-and-bolts-for-success?utm\\_medium=Social&utm\\_source=Twitter#Echobox=1657899161](https://www.musicteachermagazine.co.uk/features/article/npme-building-a-musical-culture-in-a-primary-school-the-nuts-and-bolts-for-success?utm_medium=Social&utm_source=Twitter#Echobox=1657899161)

## **What Should We Do This Summer? - Dyslexia | Dyslexic Advantage**

Summer is usually a great time for dyslexic students – out of the daily grind of school. Hopefully the pandemic truly is easing and more activities are returning to normal.

### **TAKE A BREAK**

Students have been working hard and under stress these past months, so make sure they have a chance to really have some time for rest and recovery.

How long that break might be depends on how tired or stressed they may be as the school year comes to a close.

Having unscheduled time can do some good things – encourage some students to finally pick up a book of their choosing and begin to read, start a new hobby or return to one, or deepen relationships with family and friends.

### **LOW STRESS ENJOYABLE READING**

Students who have had very difficult times, including being depressed or anxious, may need their summer largely unscheduled, although if there is a way to keep up some low stress reading that might include reading along with listening, it might keep students from losing reading progress over the summer.

Reading old favourites, video game strategy books, graphic or illustrated novels, magazines, or combining watching and reading with movie-book pairings can all be good ways to maintain or even improve reading fluency skills.

### **EXPERIENCE THE WORLD AND DEVELOP STRENGTHS**

Experience is a powerful way for dyslexic people to learn – so think about summers as a way for getting students out into the real world experiencing new things. It may be visiting and

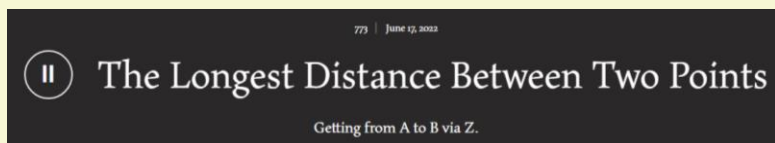
experiencing something new, traveling to take in a different time and culture, and meeting new people. Travel to national parks and historical landmarks, play sports, and take in the great outdoors.

Summer is a good time for students to get summer jobs, explore activities they might be interested in for future careers, and develop leadership skills by volunteering, planning projects, and helping carry them out.

### **SUMMER SCHOOL, TUTORING, ASSISTIVE TECHNOLOGY**

Some families may want to pursue summer tutoring or school if it might help them with the upcoming school year. This can be valuable if classes or tutoring are tailored to what a student needs. Students have less stress from other school demands over the summer – so if the instruction is well matched to student needs, she or he can make progress, and reduce academic pressures in the upcoming school year. Some summer schools or camps for dyslexic students also interweave fun outdoor or extracurricular activities with reading and writing work, making the days pass quickly.

Summer may also be a good time for students to try out and get proficient at assistive technology. While some students may take easily to technology, others will have more trouble. Use the summer to experiment with and decide on favourite apps and devices that will help them as school work demands increase in the upcoming school year. Students transitioning to middle school, high school, or college, might especially find it a good time to pick up these skills. Some colleges and professionals hold assistive technology summer camps, while other freelance professionals offer services. Sometimes training can also be conducted remotely. Private schools of dyslexia may also have teachers that offer minicamps or workshops for students.



### **[The Longest Distance Between Two Points](https://www.thisamericanlife.org) [\(thisamericanlife.org\)](https://www.thisamericanlife.org)**

Well, today, on our program, we have people like Cassidy who have to take the long road to get to a place that other people get to more quickly. It takes them more time. It's more effort. But the thing about doing it that way, you don't take anything for granted. You see so much more than other people do.

(From WBEZ Chicago, it's This American Life. I'm Ira Glass.)

#### **Caroline Fowke comments:**

Well worth a listen – or read the [Transcript](#).

Someone emailed me saying that it was the kid's voice when he said “devastated . . . I **DO** know that word!” . . . the realisation that he knew it all along and that it wouldn't have been so frustrating if it had been a word that was genuinely new to him . . . but it wasn't.

## Neurodiversity - sharing what doesn't work!

### Prof Amanda Kirby



### Neurodiversity - let's share together what isn't working

Amy Edmondson [said 11 years ago](#):

*"The wisdom of learning from failure is incontrovertible. Yet organizations that do it well are extraordinarily rare. This gap is not due to a lack of commitment to learning."*

We shout from hilltops what works but sometimes we don't share what hasn't. We seem embarrassed. We also think failure leads to blaming - someone must be at fault.

*"Success is not final, failure is not fatal: It is the courage to continue that counts."* - Winston Churchill

From 2002-2017 there was the [Journal of negative results in biomedicine](#). Its aim was to

*"challenge current models, tenets, and dogmas. The articles are based on rigorous, and well-documented results that do not support these models or even disprove them."*

They described the rationale for having a journal of this sort and cited Karl Popper in that science advances through a process of "conjectures and refutations". They described a simple example Popper used:

*"For thousands of years, Europeans believed that swans are white based on observations of millions of white swans until exploration of Australasia introduced Europeans to black swans. Popper's point: Only one black swan was needed to repudiate the theory that all swans are white. However many confirming instances there are for a theory, it only takes one counter observation to falsify it."*

### Why is publishing what hasn't worked in the field of neurodiversity so important?

We need trial and error. It helps us to waste less time and money repeating the same mistakes again and again.

There has been much debate about the efficacy of [Applied Behavioural Analysis](#) intervention for children with Autism Spectrum Conditions for example. We need to have an open debate and discussion to move thinking along.

People talk a lot about what is [good science, bad science and junk science](#). Ben Goldacre wrote a column, website, and book all about [Bad Science](#) refuting some of the different neurobabble interventions that emerged trying to pass as good science. We are at risk of this happening once again. I read recently about 'powders' to help cure ADHD. They may be excellent... but they may not. No clear research trials or reports at all. Whenever I hear the words 'cure for'... I am immediately concerned. We are complex beings. Progress is slow...

Sometimes it can be hard for a lay person to always understand the neuro/psycho-babble being spoken! The mention of cognition or neuro-anything results in some people becoming goggle-eyed and getting their checkbooks out. If you mention neurotransmitters or parts of the brain people look like they have reached a level of ecstasy and too often believe in the mystical qualities of neuroscience.

There has been increased awareness of considering different ways to improve neurodiversity in employment and it is a growing area and of great interest to me.

Ludmila [Praslova](#) excellent article in the [Harvard Business Review](#) in June 2022 makes the point about creating solutions that are intersectional. I think this is essential. Neurominority groups of people often feel marginalized as do other groups that are seen as 'other'. The reality is that you can be far more than for example 'just' dyslexic.

If we don't see what makes a difference and what does NOT work and share this we will continue to repeat costly mistakes. This damages a lot of the great groundwork that many are doing. If we are claiming that what we are doing will aid productivity, attract and retain talent then we need to question how, where, and with which groups, etc. Even if we don't have all the answers we need to pose the right questions.

**Universal Design Principles** are an interesting concept that in future newsletters I will discuss more. These principles are embedded across systems and processes. We need to consider the value of this approach versus targeting specific groups e.g. Autism Hiring programs. We can then consider which is the most cost-effective and has the most lasting impact e.g. in someone being able to progress within an organization/recruitment strategies.

Marginalized groups who are left out in the cold don't always know the route into the workplace ( you don't know what you don't know) and may not have the advantage of knowing rules to get ahead. We need to consider the people who are *not* applying.

One person's success stories are heartening but I am hearing from a lot of people who remain unemployed despite having high levels of qualifications. They are sitting at home and don't know where to go for help.

*"I have not failed. I have found 10,000 ways that don't work."* - **Thomas Alva Edison**

Let's be honest and not promote the 'bluff' of what we are doing but also be proud to claim the struggles and challenges that you have faced. We can then work together to make a lasting difference.

## **The blog author**

I am Amanda Kirby, CEO of [Do-IT Solutions](#) a tech-for-good company that delivers web-based screening tools that help deliver person-centered solutions. I am a mixed bag of experiences and skills and have 25+ years of working in the field of neurodiversity. I am a medical doctor, Ph.D. in the field of neurodiversity; a parent and grandparent of neurodivergent wonderful kids, and definitely neurodivergent myself.

The wonderful Theo Smith and I wrote together Neurodiversity at Work [Drive Innovation, Performance and Productivity with a Neurodiverse Workforce](#). We recently won the Business Book Awards 2022 Equality, Diversity and Inclusion for the best book. I have my 10th book coming out called Neurodiversity in Education later in 2022.

This week I was also very surprised and delighted to be named one of the [top 20 thinkers in the UK](#) by HR magazine. What a change we can make if we all work together. Thanks for letting me be a small part of it.

[Open this article on LinkedIn to see what people are saying about this topic. Open on LinkedIn](#)



## Neurodiversity – learning to thrive in education and work....

Prof Amanda Kirby

This week I want to talk about thriving in this next few months and years...

**Definition of thrive:** to grow vigorously, flourish, prosper and progress toward or realize a goal despite or because of circumstances.






There is something inherent in humans' drive for self-improvement and growth (see [Ryan and Deci's](#) work). Life can present many hurdles from the start to the end of our lives- starting school, making and maintaining relationships, getting a job, staying in a job, moving house.....some people seem to be able to thrive during times of change, and others may find change much more challenging to cope with. The picture of cacti flowering reminds me of how some plants can grow in such difficult conditions and we are the same to some extent.

Read the full article at [Neurodiversity-how to thrive \(and not just survive\)!](#) under the following headings:

- Thriving in an educational setting
- Time to reflect on the gains and losses
- Thriving at work
- Next steps... building resilience

**PERMA** stands for:

**PERMA**  
Build up your resilience now

-  **Positive emotions** – celebrate the things that have gone right today
-  **Engagement** – find activities that allow you to be in 'flow' ... lost in the moment and fully engaged
-  **Relationships** – strengthen relationships
-  **Meaning** – take meaning in what has happened and reflect on what you have learned
-  **Accomplishment** –master one new skill and celebrate this, however small



Katrina Cochrane

MA , PGCE, PGDip(Dyslexia), AMBDA, APC, FRSA

Director and Founder Positive Dyslexia Ltd

[www.positivedyslexia.co.uk](http://www.positivedyslexia.co.uk)

## Why is a diagnostic assessment for dyslexia important and what should parents look out for

Published June 2022

A diagnostic assessment is the first step in understanding your child's dyslexia. It means you can get a full picture of their strengths and challenges, the specific ways it manifests, their underlying cognitive abilities, any co-occurring conditions, and specific support strategies and resources that might help them.

Whilst an intense experience for a child, half a day of testing and questions, and often a substantial financial investment, it can be life changing for many children (and adults) and can be a passport to additional support and sometimes funding. These can now be used all the way through from Primary onto University where the student can apply for Disabled Students Allowance (DSA).

A full Diagnostic Assessment should not be confused with electronic screeners and checklists, which will look for 'signs of dyslexia' or 'traits of dyslexia' rather than give a definitive diagnosis. These can be very helpful for parents though, for example the Nessy Screener [www.nessy.com](http://www.nessy.com) is quick, fun , inexpensive and gives a short report.

Many parents want to know the difference between an assessment with an Educational Psychologist and an assessment with a Specialist Dyslexia Assessor - what should I choose? The first decision you have to make about a Diagnostic Assessment is whether it is carried out by an Educational Psychologist (EP) or a Specialist Dyslexia Assessor with an Assessment Practicing Certificate (APC).

Both are able to diagnosis dyslexia and the assessment they carry out is the same and their report has the same legal standing. In practice, either will do an excellent job and there is little to choose between them. However, there are a few factors to consider.

As a rule of thumb, an EP is the best option for assessments where the child has complex needs (although we see more and more children with a range of needs now). A Specialist Dyslexia Assessor, who may have spent longer in the classroom, may be better for practical strategies that you and your child's school can put into action. An EP will be better for an Educational Health and Care Plan issued by the Local Authority.

Educational psychologists have access to different types of tests that Specialist Dyslexia Assessor are not able to use, although many are the same. Although they may be a specialist in dyslexia, they are likely to have experience across a range of learning differences and developmental challenges.



A Specialist Dyslexia Assessor will likely have more experience of classroom teaching and directly supporting dyslexic learners. This means they may have more practical experience of delivering the support strategies they are recommending, which can make the report more practical and helpful for both parent and classroom teacher.

Another factor to consider is cost. An EP is likely to charge £750 to £1000 for a Diagnostic Assessment but a Specialist Dyslexia Teacher Assessor will charge between around £400 to £600 depending on the geographical area.

### **Things to check before the assessment takes place**

Diagnostic assessments should always be conducted by a certified person, qualified to assess.

1. Chartered Psychologist specialising in Specific Learning Difficulties registered with the Health Care Practitioners Council (HCPC)
2. Specialist Teacher/Assessor with an Assessment Practising Certificate (APC) issued by one of the three providers i.e. British Dyslexia Association, Dyslexia Action or PATOSS. These need to be renewed every three years.

### **Data privacy**

Before the assessment the parent or carer will sign a privacy notice that means that they understand where the report will be stored, for how long, and who will have access to it. This may be a tick to consent on a website or a paper copy signed to comply with GDPR.

Both EPs and Specialist assessors should have Indemnity Insurance and DBS checks in place if they are working with children. I am always surprised that in all my years assessing only two parents have asked to see my DBS and both of them were police officers!

### **What will happen in a diagnostic assessment?**

The assessment has several stages, several of which happen before the child begins the testing process.

The assessor will spend time collating information about your child before the Diagnostic Assessment. This will be gathered from a variety of sources so that a fully holistic understanding of your child is captured.

The assessor will want to gather this information from the individual themselves, teachers and SENCOs, as well as parents or carers. The assessor will be sensitive about what information is recorded and make sure that it is used only for the purposes of the assessment itself. Confidential information about named family members will not be included for example.

### **Information from your child's school**

The assessor will ask wide range of questions to your child's teachers and SENCO to get a picture of their performance in school via a pre-assessment questionnaire.

If the assessor is carrying out the assessment in school they will talk directly to teachers and teaching assistants and to the SENCO, as well as collecting some of the information by way of questionnaires.

Information collected from your child's school will include whether your child passed the phonics test and what their National Curriculum Attainment Levels are.



Some assessors may observe a lesson or look at the child's school work, but this is not always the case.

### **Information the assessor will need from you**

The assessor will need some background information from you about your child. Questions may be asked about the birth, such as whether it was a full-term pregnancy, for example.

Other questions may relate to your child's developmental history and typically, questions about developmental milestones associated with language and physical development will be asked. They will also check for any history of hearing or visual difficulties, using questions from the Visual Difficulties Protocol (SASC), as well as information about fine motor skills such as handwriting.

A recent hearing and eye test will be required before the assessment, as the assessor may advise an optometrist appointment based on the results of the visual difficulties questionnaire and observations during testing. If your child wears glasses or uses a specific colour overlay as their normal way of working, they should bring them to the assessment. If they are on any relevant medication this should be noted in advance and it should be taken as normal.

The assessor will ask for information about your child's language development and the ease or difficulty with which they acquired literacy skills. There may have been previous speech and language (or occupational therapy) and information on this will need to be passed on.

They will ask about your child's experience of school and the kind of teaching that they have been exposed to. Have they had any additional learning support in the past and, if so, what did this entail and how useful was it?

They will also want to know if English is the only language spoken at home. If it is not then the assessor may not wish to assess the child, unless the child has lived in the UK for a significant period of time.

The assessor will ask if there are any literacy challenges in the rest of the family and these will be noted, but confidentially.

The assessor will want to capture a picture your child's family and home life (without being intrusive) and how, if any, circumstances might have affected their learning – for instance missing school during lockdown.

They will want to gather an idea of whether or not school is enjoyable or stressful, information about their memory, communication skills and social interaction, as well as what they have interests in, and how they might spend their leisure time. What are their plans for the future and what do they perceive to be their strengths?

In the questionnaire, questions may also be asked about friendship groups and how they are perceived by their peers.

### **What a Diagnostic Assessment involves**

A Diagnostic Assessment will involve a series of tests that will give a profile of the individual's strengths and limitations in a number of key areas of cognitive ability:

- Verbal and non-verbal (visual) ability
- Short-term and working memory – the ability to retain and use information held in memory
- Phonological awareness – the ability to understand and apply knowledge of sounds i.e. to generate rhyming words or 'sound out' unknown words when reading

- Speed of processing – being able to quickly and accurately ‘pull’ information from long-term memory, such as the meanings of words

The assessment will also involve age-appropriate tests that measure attainment in reading, spelling and writing.

Normally, an assessment will take around two and a half hours but the assessor will go at your child's speed and allow plenty of breaks. For post 16 year olds this is likely to be around 3 hours to take into account additional tests needed for adults.

Generally most children enjoy the whole process and are quite happy to be tested. The assessor is trying to find out what discrepancy there is between the child's potential to learn (underlying ability) and the rest of the tests carried out. Most dyslexic children have average or above average verbal or visual abilities but show a difference between these and the rest of the tests. It is worth noting that according to the Rose Review (2009) dyslexia can occur at any level of intellectual ability.

### **My child has had their Diagnostic Assessment – what next?**

If your child has been assessed the report should be available within two to three weeks of the assessment. If it is later than that you should chase it up. The outcome and results of your report will be different for every person and the assessment will produce a unique profile, in the form of probably a 20 - 30 page written report. You may have been given some initial feedback after the assessment and should be able to ask the assessor for clarification of any part of the report when you get it.

The report should be clearly written with accessible language that makes transparent the areas in which the child or adult has strengths as well as challenges.

It should also contain very clear guidelines and suggestions for structured and well-tested interventions so that teachers, parents, and the child themselves can have a very clear understanding of the way forward.

The recommendations should be clearly set out under targeted headings, like the ones suggested below:

- Specialist teaching and support
- Classroom/mainstream/general academic support and adjustments
- Assistive technology or resources that might help
- Exam Access Arrangements (final decision on these is up to the school)
- Strategies that might help at home
- Future considerations – especially when transition is to be made to Secondary School or FE/HE
- Any further referrals

### **What might a further referral be?**

This might be to a paediatric occupational therapist (OT) if, for example, dyspraxia is suspected in a child. In addition, there may be referrals made to behavioural optometrists if visual difficulties are present. They may also be referred to the GP for possible attention deficit disorder or autistic difficulties as these can co-occur with Dyslexia.

### **Interpreting the report**

Your report may show the tests results using a graph and you will be able to see the ‘spiky profile’ normally associated with a specific learning difficulty. Here there will be peaks and troughs where your child has strengths as well as limitations.

The results will be reported in Standard Scores, which are calculated by taking the raw score and transforming it to a common scale. A standard score between 90 and 110 is within the mid-average range.

You may see a discrepancy between some scores and for the dyslexic child this is normal where they have strengths in some areas such as vocabulary, but relative weaknesses in other areas assessed including attainment and attainment.

You may also see percentile scores discussed. These compare your child's score with a hundred children of the same age where the 50th percentile is the mid-point score and is within the average range. This is equivalent to a Standard Score of 100 which is the mid-point of the Standard Score range.

### **How the report is structured**

The report you receive will have a detachable summary at the beginning of the report which will give a diagnostic decision about your child.

At the back of the report will be a list of recommendations and a summary table of results. You will be encouraged to show the report to your child's school and these recommendations will hopefully be taken on board.

### **What kind of recommendations might be made?**

These vary according to the age the individual needs of the child but will generally include some recommendations for a teaching programme that is structured, cumulative and multisensory.

For the child who has difficulty writing quickly and legibly, touch typing is often recommended using a programme like Touch Type Read and Spell (TTRS) so that using a laptop becomes their 'normal way of working'.

Other recommendations might be for Exam Access Arrangements such as additional time or a reader or scribe. These ultimately will be up to the school to decide according to the child's normal way of working.

### **Explaining the diagnosis to your child**

It is very important that your child is made aware of the whole process and what it actually means. The assessor will ask your child how they feel about their difficulties and the child's voice is an important part of the assessment report. The results of the testing should be shared with your child as it may help improve their motivation and self-esteem.

### **Working with your child's school after the Diagnostic Assessment**

Recommendations for class teachers may include:

- Giving less verbal Instructions and breaking information down into smaller steps
- Less copying from the whiteboard
- Help with putting homework in planners
- Working with a TA or specialist teacher on a structured, cumulative and multisensory teaching programme
- Using assistive technology

For older children there may be suggestions for study skills to help with organisation and planning, reading techniques and exam strategies.

A school may not take on board the recommendations of a privately commissioned report but most do. You can find out more about what to do if your child's school is refusing to accept a Diagnostic Assessment report on the British Dyslexia Association website, <https://www.bdadyslexia.org.uk/>.

### **How to book a Diagnostic Assessment**

Positive Dyslexia have a child questionnaire on their website [www.positivedyslexia.co.uk](http://www.positivedyslexia.co.uk) to fill out if you are interested in an assessment. The BDA, ADC ([www.adc.org.uk](http://www.adc.org.uk)) and Helen Arkell also carry out full diagnostic assessments. They may be able to help with Bursaries also.

### **Disabled Students Allowance**

In time your child may go to University and the report will be able to be used to apply for Disabled Students Allowance (DSA) through Student Finance ([www.gov.uk](http://www.gov.uk)) if the assessor had a current APC (or were HCPC registered) at time of writing the report. You can check if an APC is current by going to [www.sasc.org.uk](http://www.sasc.org.uk). You can be assessed by someone without an APC and with a Level 7 qualification only, but they should point out that the report cannot be used for DSA. Check that they have Active AMBDA though as this means they have done a BDA Accredited course and kept their Continuing Professional Development up to date.

Hopefully your child's report will be able to be used for a good number of years and be a passport to many additional resources and support. Expect to pay around £400-600 depending on the area you live in and around £1000 for an Educational Psychologist report.

Always happy to answer any questions around assessment!

If anyone has any queries about assessment do contact me at [katrina@positivedyslexia.co.uk](mailto:katrina@positivedyslexia.co.uk)

### **Katrina Cochrane**

Katrina also recently wrote a blog for Succeed with Dyslexia on:

[\*\*Dyslexia and Early Years: Before the Assessment | Succeed With Dyslexia\*\*](#)

You can also catch up with Katrina in her exclusive interview with Succeed With Dyslexia's Head of Training and Assessment Donna Stevenson, all about the importance of assessment and why it matters so much - available right now on [\*\*The SWD YouTube Channel\*\*](#).

### **Contact details for dyslexia specialists can be found at the following links:**

#### **PATOSS tutor/assessor list:**

[PATOSS: https://www.patoss-dyslexia.org/Tutor-Index-Landing](https://www.patoss-dyslexia.org/Tutor-Index-Landing)

- register on the website (free) and then log in to access contact details

#### **BDA tutor/assessor list:**

<https://www.bdadyslexia.org.uk/dyslexia/tutor-list>

[Guidance : What to look for in a dyslexia assessor](#)

#### **The Dyslexia Guild:**

[Guild Members' Directory - Find a SpLD Professional | The Dyslexia Guild](#)

## The brand-new issue of the UK's leading Special Educational Needs Magazine - July/August Issue.

Articles/Features in this issue: Music therapy, Literacy fun, Writing for SEN, Dyslexic MPs, Cerebral Palsy, Autism, SEMH, Days Out, Foreign Languages, CPD & Events plus much more...

<https://lnkd.in/eh7Z6QfC>

See pages 30 & 31 for article on "Dyslexia in Parliament".  
Roger Bent talks to MPs about their dyslexia.



## PTSD and Dyslexia - Dyslexia | Dyslexic Advantage

by [DYSLEXIC ADVANTAGE TEAM](#)

"This study identified that emotional trauma took place in all participants, and this resulted in many having Post-Traumatic Stress Disorder manifestations as a result of returning to school for their own children. Participants still noted anger and resentment as adults towards their childhood teachers..."

— Neil Alexander-Passe

In Neil's [study](#) of PTSD or post-traumatic stress disorder in dyslexic adults in the United Kingdom, he found that all experienced emotional trauma in their time in the public school system and over half (64%) experienced PTSD or school avoidance symptoms when re-entering schools as parents, resulting in anxiety with many stating that they felt powerless as a child. PTSD symptoms occurred in the same frequency whether or not adults had achieved advanced degrees.

From the research paper:

"Normally PTSD is caused from short-term abuse or effects of a battlefield, but in the case of dyslexics, it is the result of 10 years of legally enforced mandatory education. The embarrassment and humiliation in the classroom by peers and authoritative figures such as teachers are strong experiences, which stay with people for the rest of their lives. Overall, males experienced the highest frequencies of PTSD with smell followed by small chairs and small pictures equally their triggers to their anxiety."

See the above link for APA criteria regarding PTSD, but briefly the criteria share a stressful period, flashbacks and intrusive memories, avoidance of traumatic feelings or memories, negative effects on mood, memory, and thinking, and alterations in arousal and reactivity.

The last criteria encompassing periods of irritability, hyper-vigilance, and or sleep disturbance.

## DYSLEXIA NOT BEING FORMALLY IDENTIFIED CONTRIBUTES TO TRAUMA

Again from the report: "Anger and resentment towards their childhood teacher still registered as adults, along with memories of injustice at the hands of childhood educationalists. Much of this anger was at their lack of diagnosis which meant they suffered for many years as having an undiagnosed learning difficulty."

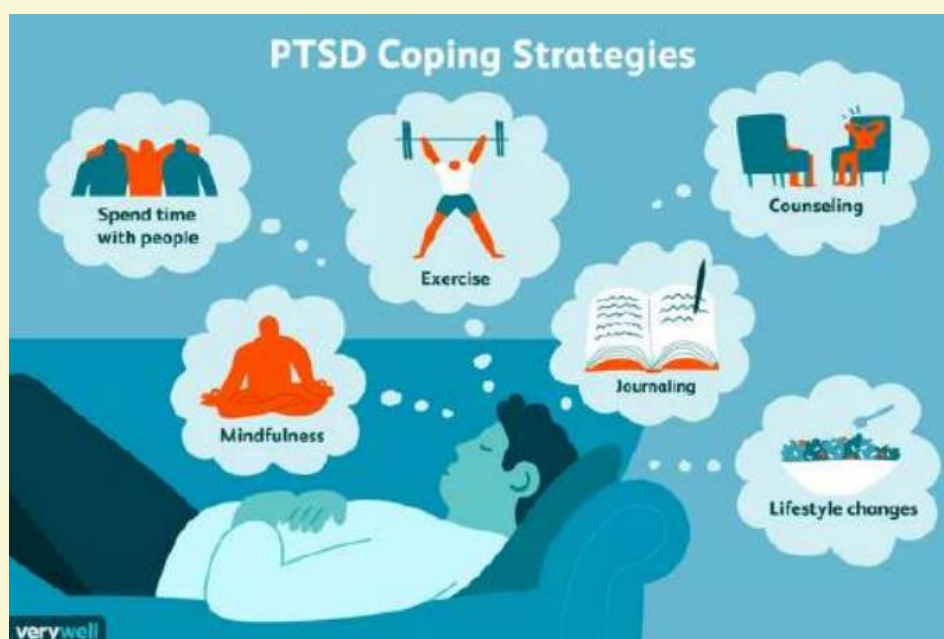
This conclusion fits with our clinical experience; students who are formally identified after a period of difficulty in school, often find the "diagnosis" causes relief on the part of the student – with reasons for the struggle and possible ways to help. Despite this, surprising numbers of educational groups oppose efforts at better identification, (for instance the [California Teacher Association](#), stating that such programs are unnecessary and existing programs are sufficient for students.

## MOVING PAST THE TRAUMA

Although Neil's paper doesn't focus on ways to overcome PTSD symptoms, he does include a case report of one man who became tearful talking about his children's teachers and his helplessness at getting them help in the early grades. As they got older, though, he became more attuned about how he could have an important role for them in secondary school and ultimately had a leadership position as a parent representative helping make positive changes for all students in special education.

There are many ways to improve coping with PTSD. Talk to your family doctor if working with a professional might help.

The APA has this [list](#) of suggested treatments. At the top is cognitive behavioural therapy.



You can read more about PTSD in general at [Verywellmind.com](https://www.verywellmind.com)



## What's the Truth about AT in 2022?

June 28, 2022



Assistive technology is one of the cornerstones of creating a lived experience for people that's accessible and equal. From opening up the world of reading to facilitating easier mobility, it's an important part of the tech field that's developing further with every passing day, and it has the power to affect a paradigm shift in how we experience the world as people, and especially as those people who live, move, learn and think differently.

But that's not to say that everybody properly understands the idea of assistive tech and the role that it has the potential to play in our futures. It's a complex subject, and wires can get crossed – so that's why today, we're taking a look at 10 of the biggest myths about assistive tech, reading aids and Text-to-Speech technology that still persist in 2022, and just why it is that these statements are inaccurate.

1. **'Assistive tech' is just another way of saying 'reading supports'**. Actually, according to **.GOV**, assistive technology is a phrase that simply means products or systems that support and assist individuals with disabilities, restricted mobility or any other impairments to perform functions that may without be difficult or impossible. It *can* mean a reading aid or a reading support system, but it's not limited to these at all – it could be speech input software, hearing support or eye-tracking typing mechanisms, or even something as simple as a magnifier or a telephone handset with large, easy-press buttons.
2. **Assistive technology is a new thing**. Assistive tech has a long and interesting history - it's certainly not something that popped up in the mid-1990s, although the modern tech field and assistive tech developments are of course intertwined. It's hard to nail down a start point for the genesis of assistive tech owing to just how broad the definition is and how pioneering early disability support often had to be, but we have to remember that the first hearing aid was invented in 1876, and the first iteration of the Braille system even earlier, in 1829. The first recognisable 'reading aid' came in 1935, with the production of the first read-along 'talking book' on phonograph cylinder.
3. **Assistive tech is expensive**. This one's relative – anything is expensive when you can't afford it, but assistive technology - and in particular, reading support devices - *are* generally becoming more price-accessible in many places as the decade rolls on. The pandemic has seen many grants and bursary systems implemented at a governmental level that can be used by schools and boards to access assistive tech solutions to support students in their learning recovery, too. It's also worth considering that a one-time purchase of a Text-to-Speech device is often far less damaging to an allocated budget than employing a human reader for every single exam that a learner sits.
4. **Using Text-to-Speech in exams is cheating**. Sadly, there are a lot of people who still think that someone using a piece of text-to-speech tech in an exam is giving themselves an unfair advantage over their peers. It couldn't be less true – an exam-safe text-to-speech device is a way of levelling the playing field and starting learners off on a more equal footing. It functions more like a hearing aid or a pair of glasses: just a way of making sure that everything is clear and understood, so that the learner can focus on the important business of answering the questions.
5. **Text-to-Speech devices make for lazy readers**. Nothing could be further from the truth-reading support tech actually fosters more independence and confidence in readers and

supports developing vocabularies, as well as opening up the general business of reading for people who might otherwise find it difficult or daunting. By creating a relationship with reading where readers feel able to tackle what comes at them using support methods they trust, it actually makes them far more likely to read for pleasure and read more challenging things, as well as read with greater confidence and accuracy in their learning sphere too.

**6. Reading support devices are a stand-in for good teaching.** Wrong: the foundation of any successful classroom is a dedicated and trained professionals base, comprised of teachers, teaching assistants, SENCOs and other specialists. Reading supports aren't designed to replace these people, and can't offer the experience, skills and knowledge that they have the power to impart. A reading support is simply a means of setting a class on more equal footing and making sure that access to reading is open and available for everybody there, regardless of whether they have dyslexia or literacy differences. What is true, however, is that these devices can free up time for these professionals by supporting learners in becoming strong, independent readers.

**7. Reading support is all high-tech.** The idea of reading support devices might look like they're all high-tech at first glance, but in reality, many devices that can make a lot of difference to learners with dyslexia and literacy differences are incredibly simple. Low-tech supports such as reading windows, fidget toys and reading slopes can also have a profound positive effect on developing and struggling readers – they're the foundation of a good **Reading Support Toolbox**, and can be used alongside Mid-Tech and High-Tech supports to great effect.

**8. Reading support devices are only for people in education.** Whilst assistive tech devices might be a hugely important part of somebody's educational career, it doesn't stop once they graduate. Part of developing these relationships with reading support devices in education is creating a lifelong methodology for reading, with a tech support net that they're familiar with and can rely on. Using assistive tech in the workplace is becoming more and more commonplace, and Text-to-Speech reading support is allowing people with dyslexia and literacy differences- as well as other conditions too- to thrive in reading-heavy careers where they may have previously felt daunted. It can also facilitate reading for pleasure as a lifelong activity.

**9. Text-to-Speech support only makes a difference for people with dyslexia.** Pretty much anybody learning to read can benefit from these reading support devices – they can inspire confidence, foster independence, and offer alternative ways to learn and revise as well as support the processes of language acquisition. They can also benefit people with ADD/ADHD, as well as support people with dyslexia. They're a great means of support for people learning a language too, or people learning in a language that isn't the one they've grown up speaking until that point – the ability to self-support and tackle words on the go is a great boost to language learners too.

**10. The same assistive technology and reading support devices work for everyone.** It's impossible to take a one-size-fits-all approach to assistive tech, and in particular, reading supports. Different people respond to different methods and means of support dependent on what their particular needs, skills and preferences are, and it's important to try different things to find out which one works the best for you and supports you in ways that make a difference. Reading is a personal process, and whilst we can take a look at what works for most people and what's having the most success in raising reading attainment and confidence across the board, what matters is the comfort and trust that a user develops with that particular method of support and whether it's allowing them to reach their full potential as a reader and a learner.





## British Assistive Technology Association

Do you want to boost your digital skills and confidence, for FREE? We wanted to share another useful resource with you today.

Our friends at @BarclaysDigitalEagles have a website dedicated to helping you with accessibility technologies.

This will help you get to grips with how you can make technology easier to use depending on your circumstances with **FREE** training modules for accessible technologies.

Check it out here: <https://digital.wings.uk.barclays/.../using.../>



Call Scotland AT resources and information:

### Blogs

[Immersive Reader in PowerPoint](#)

[Getting Immersive Reader in Edge to Work](#)

[How to Read Maths with Immersive Reader](#)

[Using Immersive Reader with the Edge Browser App and Chrome Extension](#)

[Using Immersive Reader with Teams](#)

[Immersive Readers New Picture Dictionary](#)

[Learning Tools in OneNote](#)

### Webinars

[How to Best Use Microsoft Teams for Pupils with Literacy Difficulties](#)

[Get Organised and save Time Using OneNote Digital Jotters](#)

### Videos (YouTube)

[Office 365 and Immersive Reader](#)

[What is the Immersive Reader?](#)

[Introducing Immersive Reader](#)

[How to use Immersive Reader in Microsoft Teams - Assignments, Posts and Chat](#)

[How to use the Immersive Reader in the Microsoft Edge browser](#)

[How to use Immersive Reader in Office Lens for iPhone](#)

[How to open a PDF in Microsoft Word and then use Immersive Reader or Translate](#)

[How use the Immersive Reader with Microsoft Math Solver](#)

[How to use the Immersive Reader - making reading more accessible](#)

[Using Immersive Reader in Word \(desktop\) and Word Online \(Office 365\)](#)

[PowerPoint for the Web Gets Immersive Reader Feature](#)

## Dyslexia Signs & Symptoms

What are the symptoms of a child with dyslexia?

Are their specific signs that may indicate a need for testing and evaluation?

Complete Infographic: <https://bit.ly/3adDwK5>

Dyslexia Tools: <https://bit.ly/3BOUNPJ>

### DYSLEXIA SIGNS + SYMPTOMS

Following you will find some of the more common Signs and Symptoms associated with dyslexia, broken down by age. Take a moment to review the list that is most closely associated with your child's age. If you notice that a majority of the signs and symptoms are apparent in your child's progression, a logical next step could be taking the *Dyslexia Symptoms Quiz*, or learning more about *Getting Diagnosed*.

	LANGUAGE Does your child have difficulty:	READING Does your child have difficulty:	WRITING Does your child have difficulty:	EMOTIONAL Does your child have:	ADDITIONAL SIGNS and SYMPTOMS Does your child have difficulty:
Age 5 – 8	<ul style="list-style-type: none"> <li>Learning the alphabet</li> <li>Rhyming words</li> <li>Repeating what has been said</li> <li>Staying focused</li> <li>Learning to speak</li> </ul>	<ul style="list-style-type: none"> <li>Naming Letters</li> <li>Matching letters to sounds</li> <li>Learning to read at expected age</li> <li>Remembering printed words</li> <li>Remembering sight words</li> </ul>	<ul style="list-style-type: none"> <li>Learning to write and copy at an age-appropriate level</li> <li>Writing letters in correct order</li> <li>Writing numbers in correct order</li> <li>Spelling correctly and consistently</li> <li>Writing neatly</li> </ul>	<ul style="list-style-type: none"> <li>Poor self-confidence</li> <li>Low self-esteem</li> <li>Poor social skills - making and keeping friends</li> <li>A quick temper/frustration</li> </ul>	
Age 9 - 13	<ul style="list-style-type: none"> <li>Rhyming words</li> <li>Pronouncing words correctly</li> <li>Speaking smoothly</li> <li>Understanding directions</li> <li>Understanding grammar/vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Reading at age-appropriate level</li> <li>Enjoying reading</li> <li>Remembering sight words</li> <li>Learning and remembering new words</li> <li>Understanding math word problems.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding spelling rules</li> <li>Spelling words consistently correct</li> <li>Writing letters and numbers in the correct order</li> <li>Writing neatly</li> <li>Listening and taking notes</li> </ul>	<ul style="list-style-type: none"> <li>Fitting in with peers confidently</li> <li>Maintaining a positive social status</li> <li>Maintaining a positive attitude</li> <li>Interpreting non-verbal actions (e.g. body language) of others</li> <li>Maintaining an even temper</li> </ul>	<ul style="list-style-type: none"> <li>Assuming a good sense of direction</li> <li>Learning new games easily</li> <li>Learning and remembers new skills easily</li> <li>Remembering numbers</li> </ul>
Age 14 – 18	<ul style="list-style-type: none"> <li>Speaking fluently</li> <li>Grasping a wide vocabulary</li> <li>Using the correct grammar and vocabulary</li> <li>Knowing the difference between words that look and sound similar</li> <li>Getting to a point quickly</li> </ul>	<ul style="list-style-type: none"> <li>Reading at expected grade level and accuracy</li> <li>Reading aloud proficiently</li> <li>Recognizing sight words</li> <li>Enjoying reading</li> <li>Reading confidently</li> </ul>	<ul style="list-style-type: none"> <li>Consistently spelling words accurately</li> <li>Fully developing ideas</li> <li>Preparing accurate, comprehensive outlines</li> <li>Editing written work</li> <li>Being logical and organized</li> </ul>	<ul style="list-style-type: none"> <li>Identifying social strengths and weaknesses</li> <li>Dealing with being teased</li> <li>Making and keeping friends</li> <li>Dealing with unexpected challenges</li> <li>Identifying what others are feeling</li> </ul>	<ul style="list-style-type: none"> <li>Memorizing information</li> <li>Organizing information</li> <li>Being even keeled from day to day</li> <li>Understanding space and direction</li> </ul>



## Nessy

Have you seen the 'How to Help' section on our recently updated website?

<https://www.nessy.com/.../dyslexia.../how-to-help-dyslexia>

Once you have found out the basics about dyslexia, the next step is to learn how to help a child with dyslexia.



### How To Help a Child: 3-4 years

Developing pre-literacy skills in very young children will help give them the best start.



### How To Help a Child: 5-7 years

As soon as children start school it is important to develop essential phonological skills.



### How To Help a Child: 8-12 years

Many dyslexic children that have not received effective early intervention by ages of 8 to 12, are likely to have fallen behind and are going to need additional accommodations to help them get through school.



## Made By Dyslexia

Thanks to our campaigning, [#DyslexicThinking](#) is now a searchable skill on LinkedIn. It's in the dictionary, too!

But what is Dyslexic Thinking?

Learn all about it in our definitive guide, THIS is Dyslexia

<https://amzn.to/3ntuQT2>

and take our Dyslexic Thinking skills test online [www.madebydyslexia.org/quiz](http://www.madebydyslexia.org/quiz) to see if you have the skills of the future.

## dyslexic thinking

[ dis-lek-sik thing-king ]

*noun*

- 1 an approach to problem solving, assessing information, and learning, often used by people with **dyslexia**, that involves pattern recognition, spatial reasoning, lateral thinking, and interpersonal communication.



 Dictionary.com



Here are some articles about dyslexia from Twinkl Digest:

[An expert's advice](#)

[The impact of lockdown on struggling readers](#)

[Understanding and supporting dyslexia in primary schools](#)

[Dyslexia friendly classrooms](#)



### Mental Strengths

- ❑ May possess a high pain tolerance
- ❑ Incredibly determined - never gives up
- ❑ Sets personal goals and reaches them
- ❑ Highly inquisitive
- ❑ Overcomes obstacles to achieve success
- ❑ Fantastic memory for whole words, texts, lyrics etc
- ❑ May possess an amazing understanding of mechanics electronics or computers
- ❑ Can tell or write amazing stories
- ❑ May have a structured mind to process new information
- ❑ Big picture, strategic thinkers
- ❑ High level managers



### Personality Strengths

- ❑ Excellent communicators
- ❑ Popular with their peers
- ❑ Fantastic organisers
- ❑ Good at delegating
- ❑ Great leaders and project managers
- ❑ Incredible public speakers
- ❑ Can troubleshoot and problem solve
- ❑ Quick witted and funny
- ❑ Caring towards people and animals
- ❑ Intuitive and switched on



## Dyslexic Strengths

What are you really good at?

### Physical Strengths

- ❑ High energy levels
- ❑ Capable on both the right and left sides
- ❑ Excels in physical activities
- ❑ Incredible at sport
- ❑ Fast reflexes and response rates
- ❑ Great dexterity
- ❑ High physical endurance levels

### Visual Strengths

- ❑ Can visualize in three dimensions from every angle
- ❑ Sees the world in incredible detail
- ❑ Has heightened appreciation of colour and form
- ❑ Excellent hand-eye, foot-eye coordination



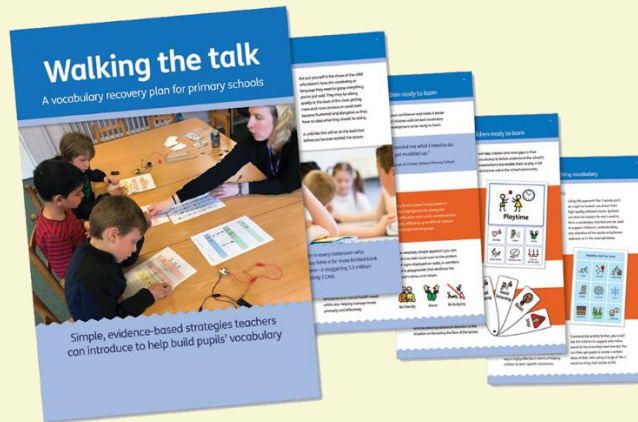
### Auditory Strengths

- ❑ Heightened sense of hearing
- ❑ Well developed vocabulary
- ❑ Excellent memory for rhythm, beat, tone - music
- ❑ Hears new information and remembers it





## Vocabulary Recovery Plan



To help schools tackle the 'word gap', with expert input from experienced teachers, we have produced a **Vocabulary Recovery Plan for Schools**. The plan includes evidence-based strategies and ideas on how visual supports can be used to help improve vocabulary attainment.

[Get your free copy](#)

### Summer Weather

17 activities, stories and worksheets relating to the weather in summer. This pack has been designed with parents in mind to keep young children busy during the summer holidays.

[Download free](#)

### Boredom Busters

The Boredom Busters are a collection of simple fun activities to help pass the time and keep children and young people occupied during the summer holidays.

[Download free](#)

## Summer Reading Challenge - Wiltshire Council



Children often have a dip in their reading over the summer, the Summer Reading Challenge, produced by the Reading Agency and delivered by libraries, has been proven to stop this as well as changing children's attitudes in a positive way towards reading and libraries.

The challenge is for four-11-year-olds to read six library books over the eight weeks of the summer in return for various fun prizes, including a medal and certificate on completion. This year the challenge runs from Saturday 16 July to Saturday 10 September.

There will be a registration period in the first two weeks of the challenge (16 to 30 July), where children will receive a pack of resources. After this period (from 1 August) and

once children have completed the challenge, they are invited to return to collect their final sticker, medal and certificate and to talk about their reading experience. They can still register from 1 August as well.

This year's theme, 'Gadgeteers', is all about science and innovation. Developed in partnership with the Science Museum Group, the Challenge will inspire children to use their curiosity and creativity to discover the science behind the everyday and celebrates the role of the imagination in both reading and the sciences. Although there is a science theme, children can read any six library books of their choice; they don't have to be linked to science and they can read more than six books! They also don't have to be able to read, reading with a parent/carer also counts.

We have lots of lovely new books to be discovered over the coming months and there are free reservations for children's books that are out on loan or located in other Wiltshire libraries, just ask.

Children can also take part in the challenge [online](#) via the Summer Reading Challenge website - where they can rate and review books, download activities, and access video content, games and quizzes.

Congratulations to the 4,500 Wiltshire children who took part last year, 86% saying that taking part in the challenge had improved their reading a lot or a little. We look forward to seeing lots of children in libraries again over the summer.

### **Children and families love the challenge**

Here are some of the comments we've received about past challenges:

"The challenge is exciting and it makes me excited to read"

"[My seven year old boy] has really enjoyed the reading challenge. He is having reading interventions at school and I think this has really helped his confidence. Thank you for making my little boy smile and enjoy his reading through the summer.'

"I find the reading challenge is a fantastic way of keeping my children connected with reading throughout the summer hols!"

### **Supporting schools**

- The Summer Reading Challenge is intrinsically inclusive and can contribute to the achievement of all your pupils including those with special educational needs, disadvantaged pupils and the most able.
- It enhances and supports your school's reading policy and your mission for all children to read more widely and for pleasure.
- It encourages parental engagement and family involvement in reading and helps your school make links with the library and the wider community.
- It can be the start of a child's reading journey and prevent the tendency for children's reading to dip over the holidays.
- It takes place at your local library and is a brilliant opportunity for extra-curricular activity.
- There are lots of school resources on the Reading Agency website.

### **The Reading Agency**

The Reading Agency manages the challenge nationally, find out more about the [Summer Reading Challenge](#).



# I OPENED A BOOK

by Julia Donaldson

I opened a book and in I strode.  
 Now nobody can find me.  
 I've left my chair, my house, my road,  
 My town and my world behind me.  
 I'm wearing the cloak, I've slipped on the ring,  
 I've swallowed the magic potion.  
 I've fought with a dragon, dined with a king  
 And dived in a bottomless ocean.  
 I opened a book and made some friends.  
 I shared their tears and laughter  
 And followed their road with its bumps and bends  
 To the happily ever after.  
 I finished my book and out I came.  
 The cloak can no longer hide me.  
 My chair and my house are just the same,  
 But I have a book inside me.

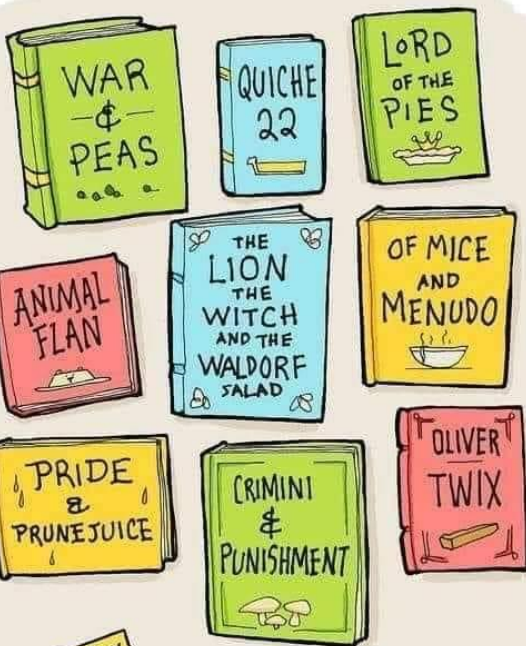
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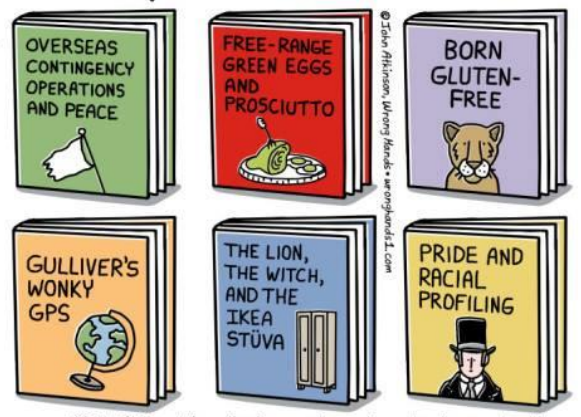
"If it's not a TV show, why do they call it a summer reading program?"



THE NEW  
**CULINARY CLASSICS**

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## Dyslexia stories

### FAMOUS PEOPLE WITH DYSLEXIA



Dyslexia can be a blessing as it gives people many strengths. These can include problem solving skills, creativity, tenacity, determination to success and thinking outside of the box. My three children all have dyslexia and they are super smart and successful. If you are dyslexia or know someone who is, I want you to know that once you leave the limiting environment that is school you can shine like a diamond. Never give up and never lose hope.

The ever changing world is perfect for people with dyslexia because they can change the world. If you struggle with reading and spelling, I teach people how to learn quickly. You'll find free songs and reading and spelling lessons on The Ten Minute Tutor YouTube channel. Enjoy and never take 'No' for an answer. You can do it!

[Famous People With Dyslexia \(OFFICIAL LAUNCH\) - YouTube](#)



<https://open.spotify.com/episode/6APo82vn2ySXzV3vw3lCnt...>

In this brand new episode of The Dyslexic Strength Podcast, Tessa explores the fascinating statistic that 40% successful entrepreneurs are dyslexic. Tessa discusses why this may be the case, gives a couple of examples of successful entrepreneurs and how they credit their success to dyslexia, and also talks about why schools need to be promoting entrepreneurial skills in the classroom.

\*\* Follow us on Instagram @thedyslexicstrengthpodcast \*\*

References:

Keith Brymer Jones - <https://www.keithbrymerjones.com>

Richard Branson - [https://www.youtube.com/watch?v=-OzyXZ\\_5TU](https://www.youtube.com/watch?v=-OzyXZ_5TU)

### World Dyslexia Assembly Sweden: Fireside Chat

Made By Dyslexia

Watch this incredibly moving conversation between HRH Princess Sofia and HRH Prince Carl Philip about the importance of understanding [#DyslexicThinking](#), especially if you are not dyslexic yourself.

## World Dyslexia Assembly 2022: Fireside Chat







[BBC Introducing Arts - 06/06/2022 - BBC Sounds](#)

### **GOOD ENOUGH**

***A student with dyslexia. A teacher with targets. An education system rigged in its structure.***

Emily Garratt shares her spoken word piece 'Good Enough' on BBC Sounds. It exposes the academic challenges she faced during her A Levels, due to undiagnosed dyslexia.

Shedding a light on the resilience and creative strengths of being dyslexic - to realise you are Good Enough: <https://bbc.in/3OXj1QA> The piece starts at 04:33 mins.

If you would like to see more of Emily's work, you can follow her on Instagram @EmilyGarrattx



### **Episode 27 - Coaching dyslexic leaders, HR, and part time degrees - Dyslexia Life Hacks**

In this episode of The Dyslexia Life Hacks Show, Matt is talking to [Kirsty Heap](#) who specialises in coaching dyslexic leaders.

In this podcast we talk about Kirsty's time as school where she had supportive parents that got her the help she needed. Thought to the beginning of her working life where she came to a point in her career where she realised, she needs a master's degree to progress further. She had to balance having young children and a job with her studies.

Kirsty now has set up her own coaching using the lessons she had learned from her time working in HR. She focuses on bring the best out of dyslexic people in leadership rolls, we talk at length about her methods.

<https://lnkd.in/eGnt Yks>

## Five Questions with Cynthia Prince

This month's Five Questions guest is Cynthia Prince. Cynthia was a business initiatives senior manager for Wells Fargo Risk Management. At Wells Fargo, Cynthia developed business strategies and credit solutions for a wide variety of small business clients. Now retired, Cynthia shared with us some of her experiences living and working with dyslexia and offers insight into what she calls her "secret superpower."



<p>QUESTION #1</p> <p><b>How would you describe your relationship with dyslexia?</b></p> <p><b>"It's every part of me. I like it because I've embraced it for so long, even before I was diagnosed."</b></p>	<p>Up close and personal. It's every part of me. I like it because I've embraced it for so long, even before I was diagnosed. My mother would say that I'm backwards. She'd do things like send me to charm school. Out of eight children, I'm the only one she sent to charm school. I've accepted it for so long so we have a pretty good relationship.</p>
<p>QUESTION #2</p> <p><b>How does dyslexia show up in the way you work?</b></p> <p><b>"I solve problems very differently from anyone in my work life, but I get to the right solution. They don't need to know how I get there!"</b></p>	<p>My world is filled with problems screaming for solutions. There are so many players that have to be considered. My dyslexic ability allows me to see pictures instead of a bunch of words, run scenarios and walk through the actions. It's like walking in the shoes of every player. I solve problems very differently from anyone in my work life, but I get to the right solution. They don't need to know how I get there!</p>
<p>QUESTION #3</p> <p><b>What do you know about dyslexia now that you wish you had known as a kid?</b></p> <p><b>"When I was a kid, if I'd known that I was dyslexic, I still would have hid it from my friends. But if I'd known then what I know now, it would have been my secret superpower."</b></p>	<p>I just wish I knew that I was dyslexic when I was a kid. It would have helped with so many humiliating situations. I was often ashamed but learned how to hide effectively. I would have researched, as dyslexics do, to learn more and arm myself. I think my relationships with other kids might have been very different. On the other hand, as a kid, what would you really do with the information? When I was a kid, if I'd known that I was dyslexic, I still would have hid it from my friends. But if I'd known then what I know now, it would have been my secret superpower.</p>

QUESTION #4

**What advice do you have for people who have just been diagnosed as dyslexic or have yet to appreciate the gifts it offers?**

**“You’ve always known that there was something—now you know what it is. Get to know who you are and be OK with it. Breathe and carry on.”**

Be excited! Imagine that you are entering a whole new world of learning. Dyslexics are driven to do research and look things up, so learning about the different aspects of dyslexia can be so exciting. There are podcasts, newsletters and books that can be explored—and people! Find your new community. If you can, find a job that allows you to utilize your dyslexic mind. If it’s not a new job, then explore other opportunities to “comfortably” be you. Exhale knowing that there are answers to why you feel, see and communicate the way you do. Be proud to pull out that calculator at dinner to calculate the tip! If anybody looks at you funny, just say to them, “I’m a Lex and proud of it!” Most of all, just relax. If you are an adult and just diagnosed, then this is just confirmation. You’ve always known that there was something—now you know what it is. Get to know who you are and be OK with it. Breathe and carry on.

QUESTION #5

**What are you most excited about coming up?**

**“I want to hear about what people are doing in their lives, how they are handling challenges and what new tools are out there to help us be more productive and express ideas.”**

This newsletter! I’m so excited to hear from this community. I want to hear about what people are doing in their lives, how they are handling challenges and what new tools are out there to help us be more productive and express ideas.



[Michala Morton • Founder and Owner of Dyslexia-First](#)

Back-flipping gymnast and actual Spiderman, Tom Holland, had an early diagnosis of dyslexia when he was 7 years old.

It enabled his parents to put the right support in place so he could excel in what he does best, which includes incredible command of the New York accent and web-slinging!

"It's just about taking your time, the better prepared you are for anything, the more you will be able to do and accomplish things that are fantastic"



**Dyslexia First**  
First Class Dyslexia Assessments

## And finally . . .

Poem seen online . . . author unknown . . . posted by Mr P ([Mr P ICT - YouTube](#)).

*"No one forgets their first class. When my first class left school, I was able to share this poem at the leavers' assembly. I remember tearing up as I read it and thought I would share it as I am sure many followers of this blog can relate."*

### **I DIDN'T KNOW**

I didn't know that years of school and a uni degree would be of little consolation when facing a room full of bright little eyes on the first day of school. I thought I was ready...

I didn't know that five minutes can seem like five hours when there is idle time and an six hour school day far too short for a well-planned day of teaching.

I didn't know that teaching children was only a fraction of my job. No one tells you about the conferences and phone calls, staff meetings and committees, paperwork and paperwork...

I didn't know that it took so long to cut out letters, draw and colour pictures, laminate it all for those display boards that were always "just there"

I didn't know that I would become such a scavenger, and that glue sticks would feel like pure gold in my hands,

I didn't know that an administration and co-workers that support and help you could make such a difference

I didn't know that there would be children that I loved and cared for and stayed up late worrying about, who, one day, would simply not show up.

And that I would never see them again...

I didn't know that I can't always dry little tears and mend broken hearts.

I thought I could always make a difference...

I didn't know that the sound of children's laughter could drown out the sound of all the world's sadness

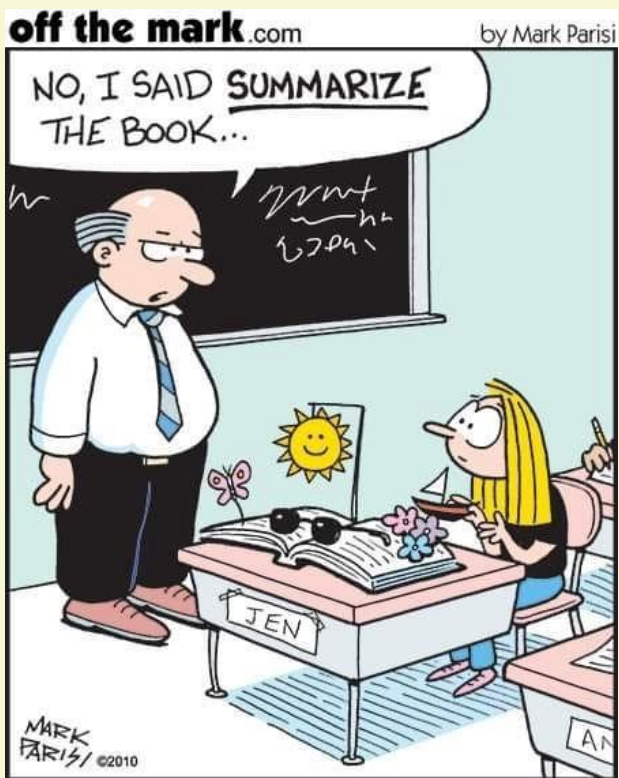
I didn't know that children could feel so profoundly.

A broken heart knows no age.

I didn't know that a single "yes sir" from a disrespectful child or a note in my desk that says "You're the best!" could make me feel like I'm on top of a mountain and forget the valleys I forged to get there

I never knew that after one year of teaching I would feel so much wiser, more tired, sadder and happier, all at once.

And that I would no longer call teaching my job, but my privilege.



## Caroline Fowke

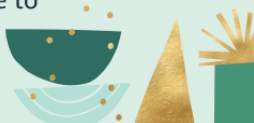
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 Home: 01249 655489  
 Details - see our [flyer](#)



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