



Wiltshire Dyslexia Association

JUNE 2022



HUGE AND GRATEFUL THANKS TO THE RAOB!

Caroline Fowke writes:

Helen Ross and I were delighted to be invited to a special dinner in Trowbridge last week as guests of The Royal Antediluvian Order of Buffaloes (Bath and District). They had very generously chosen the Wiltshire Dyslexia Association as their latest charity to receive a donation following their fund raising efforts.

We were overwhelmed to be given just over £1000 which will be very carefully spent on resources to promote awareness of dyslexia in Wiltshire and especially to provide support to parents of dyslexic children, teaching staff, and also adults - particularly those in the workplace.

We are now busy choosing those resources! We plan to buy the very latest publications which we think will be extremely helpful to those seeking advice and support. Also dyslexia friendly reading books for children.

Last month we requested suggestions for our shopping list and we are very grateful to those who have responded so far.



Caroline Fowke, Keith Mills, Helen Ross

Please do help us by contributing your ideas by emailing me at: caroline.fowke@btinternet.com
Many thanks indeed. 😊





[Dyslexia & Me: Mental Health and Education | Succeed With Dyslexia](#)

The WDA Chair, [Helen Ross](#), recently visited Scanning Pens at their new offices where she was interviewed by [Darren Clark](#) for *Dyslexia & Me* – part of their [Succeed With Dyslexia](#) Campaign. In their discussion they spoke about Helen's own journey around mental health and dyslexia and her love of learning.

Dyslexia & Me is a new campaign by Succeed With Dyslexia where we find out just what mental health means to the global dyslexia community in 2022.

Please do let them know what your experiences are and also check out their blog at:

👉 https://lnkd.in/epEsAt_m 👉

Helen Ross recently gave the following online presentation:

“What is Dyslexia and what can we do about?”

- definition and the manifestations in learners of different ages
- looking at identification from both parent and educator perspectives
- understanding what dyslexia looks like in the classroom
- how to support kids in the classroom

Recording now available:

<https://event.on24.com/wcc/r/3808367/AC2AB63E6198FB24FF108024C2EF59F6?mode=login&email=caroline.fowke@btinternet.com>



We are so pleased to confirm (and announce) that Dyslexia Show 2023 will take place on the 24th and 25th March 2023 at the NEC in Birmingham. Pre-register your attendance [by clicking here](#).

[Register for Dyslexia Show 2023](#)



Are you Going Red for Dyslexia this October?

Find out more here: [Get Involved | Go Red \(goredfordyslexia.org\)](https://goredfordyslexia.org)

What is Go Red for Dyslexia?

Go Red for Dyslexia is a global campaign by Succeed With Dyslexia that aims to change the narrative for people with dyslexia and low literacy – we want to raise awareness, end the stigma, and show the world all the amazing things that folks with dyslexia can do. 2022 is our year of **inclusivity**: we're focusing on celebrating and helping the people who are building the foundations for a better, more accessible tomorrow. That means lighting up even more of the world up in red, applauding even more incredible achievements, and providing our global neurodiversity community with the resources that they need to put positive change at the heart of what they do.

But to do all this, we need your help in sparking the conversations that matter about inclusivity and accessibility, wherever you are.

How Can I Get Involved?

If you're an **educator**, a **tutor**, or **work closely with students and schools**, we'd love to see you dedicating some time during October to talk about inclusivity with children and young people. This could take the form of an assembly about the importance of inclusive thinking, guided activities about how to hack your environments to make them inclusive for everybody, or even bake sales and red-themed non-uniform days to raise money for your local dyslexia association. We'd also encourage you to have conversations with children and young people about how inclusivity affects them and the people in their life, and even work with them help them use those discussions to effect the change they want to see, by writing to their local associations, businesses and local figures in the community.

If you're part of an **organisation** that works closely with **people with dyslexia** or even just within **the global neurodiversity community**, we'd like to see you Go Red in your finest clothing to raise awareness of our cause, and put out the message on your social media and in the communities you work in too. We'd also like to hear about how you're working with the Go Red message and creating inclusive change in the work you do; so don't forget to share your posts and pictures with us.

If you're in **business**, we'd like you to start thinking about inclusivity in the work you do, and exploring the idea of inclusivity in what you work towards every day. You could work with **HR** to invite a guest speaker to lead a focus group about inclusivity, have a coffee morning to brainstorm how you could lead the charge in your sector when it comes to inclusive practise, or simply just show up in your best red clothes to raise awareness of the lived experience of people with dyslexia and literacy differences, too.

Request from Jen Steele – BDA's Head of Marketing and Communications:

Members' Feedback - Contact Magazine

Thank you for being a member of the British Dyslexia Association, we really appreciate your commitment and support. By joining with us you are giving those living with dyslexia a voice and helping us empower people to reach their potential.

It is our 50th year and we are at an exciting stage in our history. We will shortly be launching a rebrand and new strategy which will see us redouble our efforts and really focus on increasing our impact nationally and strategically within our local communities. As members you will be first to hear about our new plans and your support is fundamental to how we move forward.

We would like to receive your feedback on Contact Magazine so that we can ensure we are giving you the information that you would like, in the best format for you.

We would be grateful if you could fill out this questionnaire, it should take 5-10 minutes of your time. Thank you so much.

Here is the survey [link](#).

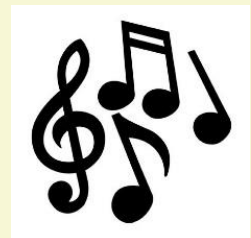
Message from Sally Daunt, Chair - BDA Music

We have been contacted by Georgina Butcher who is studying for a Masters at the University of West London. She is researching the ways in which dyslexia affects musical abilities and is looking for dyslexic musicians to interview about their experiences. She has also created a survey that people can fill in if that's easier. This is on Google forms and can be accessed at:

<https://forms.gle/QbczmcGXTqucQa4f9>

This survey is filled out anonymously but there is an option for people to include their details for a follow-up interview if they wish.

If you feel that you can help or know of someone who can, please contact Georgian direct at: 21364249@student.uwl.ac.uk





Statistics: special educational needs (SEN)

Statistics on pupils with SEN, including information on educational attainment, destinations, absence, exclusions, and characteristics.

Added: 'Special educational needs in England: January 2022' to the group 'National statistics on special educational needs in England'.

SEN in England data release – the headlines

The government have issued the [full set of data](#) relating to Special Educational Needs in England. This release combines information from the school census, school level annual school census, general hospital school census and alternative provision census on pupils with SEN. The headlines show:

- EHCPs up from 3.7% to 4%
- Almost 1 in 3 of all pupils with an EHCP have Autism as a primary need
- SEN Support up from 12.2% to 12.6%
- Speech, Language and Communication Needs remains the most common type of need for SEN support
- Pupils with EHCP and SEN Support have a significantly higher percentage of FSM, 39.7% and 36.4% versus 22.5% overall
- SEN is identified as more prevalent in the Traveller or Irish Heritage ethnic group

Further research is needed on the impact of poverty on SEN and the current education provision as these figures would seem to suggest a compounding problem.

Education, Health and Care Plan Timeline Consultation

The Department for Education has released a consultation on the statutory timescales for local authorities (LA) to return Education, Health and Care Plans (EHCP).

The new proposals plan to double the length of time that an LA would have to return an amended EHCP and to increase the period of time that paperwork must be issued prior to a meeting.

Both of these have the potential to delay the needs of a child or young person being met as if a non-scheduled Annual Review is called, there would be a three week window rather than two needed to issue reports.

[Find out more](#)



Matt Hancock has introduced his Dyslexia Screening and Teacher Training Bill to Parliament. *“Only with early identification and better teacher training can we help every dyslexic child unleash their potential. Looking forward to working with colleagues and campaigners to achieve this.”*

Caroline Fowke reports that she attended the first Inquiry Session of the Dyslexia Commission, on reducing inequalities.

A recording is now available to view at: <https://youtu.be/gRiFppihcE4>



The second Inquiry Session on the Co-ordination of Care for people with dyslexia will be held on 12th July between 11am and 1pm.

You can register for a place here: <https://dyslexia-commission-second-inquiry-session.eventbrite.co.uk>

This two hour session will be segmented into three parts with different chairs and panellists for each:

- The co-ordination of care
- Strategies of Integrated Care Systems for people living with dyslexia
- Improving access and uptake of the latest technologies

Chairing duties will be taken on by Matt Hancock, Professor Mike Bewick (Former Deputy National Medical Director of NHS England), and Gillian Ashley (CEO of the British Dyslexia Association).

The panellists will include:

- Claire Thomas, Head of Therapy, The Levels School
- Ruth-Ellen Danquah, Chief Innovation Officer, Neurodivergent
- Chrissie Franklin, Safeguarding Specialist, Academy Transformation Trust

If you would like to volunteer or suggest a panellist with expertise in one of the session topics please email team@curiauk.com

Read Easy North & West Wiltshire


Congratulations to Ginny!

READEASY.ORG.UK

MBE for People's Champion of Adult Readers.

Ginny Williams-Ellis awarded an MBE in the Queen's Birthday Honours List 2022.

Read Easy founder,
Ginny Williams-Ellis,
awarded an MBE in
the Queen's Birthday
Honours List 2022!

 Read Easy



Do You Know an Adult Who Struggles to Read?

Read Easy provides free and confidential one-to-one reading coaching for adults. People can learn to read or improve their reading skills at their own pace and without pressure.

Read Easy's free and confidential one-to-one reading coaching is coming to Salisbury and South Wiltshire. To find out more, see their [WEBSITE](#).

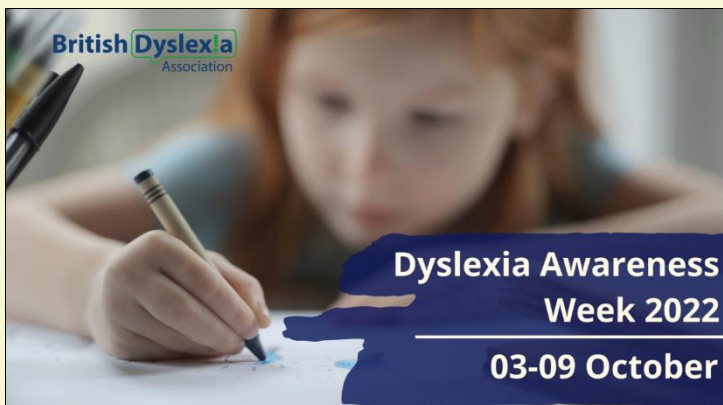
Parent and Student Views on Handwriting and Typing

Professor Anna Barnett from the Centre for Psychological Research Oxford Brookes University has approached PATOSS to support their research.

The first research project is an online questionnaire for parents and secondary school students aged 11+ in school years 7 to 11. If you are working with a parent and a child, or if you are a parent with a child would you please either ask them to complete this questionnaire or complete it yourself with your child, the link can be accessed [here](#).

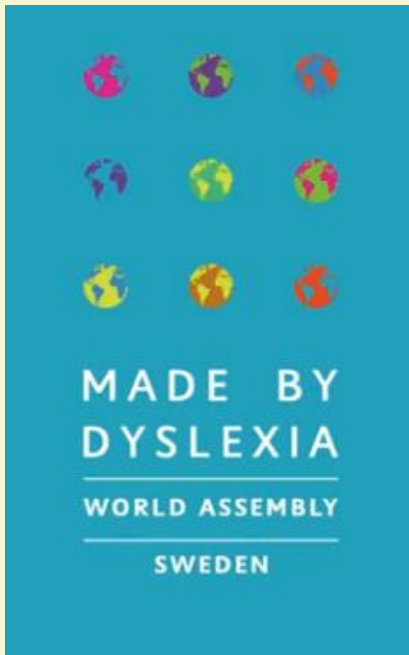
The second research project is asking schools close to Oxford to accommodate Professor Barnett's team to collect data on the new edition of the DASH - Detailed Assessment of Speed of Handwriting. This would involve your school accommodating researchers to visit your school to conduct the DASH with a group or class of students, testing them both individually and all together in a small group or class.

If you feel you can support this research, please contact Anna on abarnett@brookes.ac.uk.



This year's theme:

Breaking Through Barriers



► [Highlights of World Dyslexia Assembly](#)

Watch the highlights of the first World Dyslexia Assembly at the Royal Palace in Stockholm Sweden, in partnership with the Prince Couple's Foundation, as we bring together the world's most passionate and powerful dyslexics to level the playing field and empower the limitless potential of Dyslexic Thinking in every school and every workplace.

Be inspired to join the movement for change, by listening to inspirational speakers including: HRH Prince Carl Philip, HRH Princess Beatrice, Eric Adams (Mayor of New York City), Maggie Aderin-Pocock (Space Scientist & Communicator), representatives from global organisations including HSBC, EY, Microsoft, Randstad Sourceright. Plus, world leaders in education and the Minister for Education in Sweden, Lina Axelsson Kihlblom.

Find out more about Made By Dyslexia: <http://madebydyslexia.org>
Follow Us: Facebook: <https://www.facebook.com/madebydyslexia/>
Instagram: <https://www.instagram.com/madebydysle...>
Twitter: https://twitter.com/kate_griggs?lang=en
LinkedIn: <https://www.linkedin.com/in/kate-grig...>
Make a donation: <https://bit.ly/35Bs8SN>

Complete event recording at: [World Dyslexia Assembly Sweden - YouTube](#)

- [00:00](#) World Dyslexia Assembly Sweden Welcome - Robyn Curnow, HRH Prince Carl Phillip, Kim Waller, Kate Griggs
- [21:17](#) Empowering Dyslexic Thinking in The Workplace - Laura Powell (HSBC), Daniel Brämhagen (EY), Maggie Aderin-Pocock (Space Scientist & Communicator), Matthew Higgs (Randstad Sourceright) 52.04 Empowering Dyslexic Thinking in Education Kate Griggs, HRH Princess Beatrice, Gavin Horgan (Head Teacher of Millfield), Josh Clark (Head of Schneck School), Lina Axelsson Kihlblom (Minister of Schools, Sweden)
- [1:21:13](#) Julia Frej - Performance
- [1:34:17](#) Fireside Chat with the Prince Couple HRH Prince Carl Phillip, HRH Princess Sofia, Kim Waller
- [1:45:14](#) Empowering Dyslexic Thinking in Youth - Martin Tirén, Nicole Kian, Daniella Alm, Lina Axelsson Kihlblom (Minister of Schools, Sweden)
- [2:09:02](#) Empowering your Dyslexic Thinking - Omari McQueen (Entrepreneur), Julia Frej (Singer-songwriter), Hampus Hedström (Youtuber), Maria Berghäll (CEO & Founder, Piece of Value) [2:35:12](#) NYC Handover & Closing Remarks Frank Carone (Chief of Staff NYC Mayor), Carolyne Quintana (Deputy Chancellor of Teaching & Learning, New York City Department of Education), Kate Griggs & Kim Waller

► [Dyslexic Thinking – Film 2](#)

News from the Wiltshire Parent Carer Council



On 29th March 2022, the government launched their much anticipated [SEND and Alternative Provision Review Green Paper](#).

This outlines the changes the government is proposing to improve the lives of children and young people with special educational needs and disabilities (SEND).

The review focuses on SEND, alongside alternative provision and outlines some suggested key changes. Click [HERE](#) to watch a short video that explains a bit more about what the SEND Review is about.

When the consultation first opened, the WPCCC promoted information that was available, as well as the link to submit individual responses.

You can read the full document [HERE](#) (104 pages), or read the [Easy Read version](#) (18 pages).

Important Opportunity to Have a Say on the SEND System and Alternative Provision in England

The government has started a 13-week consultation process on the proposals within the SEND Green Paper, which closes on 22nd July 2022.

The SEND Green paper is a document that suggests changes to the SEND system and Alternative Provision in England. The government hopes these changes will improve things for children, young people and their families.

The SEND Green Paper is 106 pages long. In an effort to make it a bit easier to take in, the WPCCC is organising three face-to-face sessions. We hope that in these sessions, we will be able to present the key parts of the Green Paper and then facilitate a discussion to enable parent carers to contribute their views in a way that we hope will be a little easier than the Government's formal consultation survey.

The SEND green paper is important because it gives you a chance to tell the Government what you think about the changes they want to make.

This might be our only opportunity for many years to come to have a say and help influence future national SEND provision.

Having previously asked you to hold dates in anticipation of these events, we are now in a position to confirm details of this final session, having secured venues and organised catering.

1 July in Devizes from 10am to 2pm.

Further details and how to book - click [HERE](#).

We sincerely hope you can join us and add your voice to this important national consultation.



EHCP Workshop and Parent Carer Survey

On 10th May the WPCC and Wiltshire Council's SEND Service held a joint workshop to review and consider a redesign of the current EHCP template used in Wiltshire.

Although we know that there is a proposal in the current SEND Green Paper to have a national EHCP template, this may be some way in the future, and we want to improve the Wiltshire template now. This work is also in response to comments and feedback from parent/carers, schools and settings and other service users that the current version needs to be more user friendly.

Thank you to the group of parents who volunteered to attend the workshop. Your participation and contribution was amazing and gave us lots to think about. As a result of feedback at the workshop, we would like to seek your views on a few of the issues raised, to gain a wider understanding. We have therefore designed a [short survey](#) which will be open until **5pm on Sunday 26th June 2022**. Your feedback will help shape the new EHCP template.

To answer some of the survey questions you will need to look at the latest version of Wiltshire's EHCP template. Please [click here](#) to find a copy of the template.

[Click here](#) to start the survey.

New Dedicated Emails for Wiltshire SEND Lead Workers Teams

The Senior SEND Lead Workers and SEND Lead Workers each work within a designated team carrying out specific elements of the assessment, review and monitoring of Education, Health and Care Plans.

There are now two dedicated email inboxes to manage queries.

Team 1 - Referral and Assessment Team can be contacted on:

EHCPassessmentteam@wiltshire.gov.uk

Team 2 - Review and Monitoring Team, Team 3 - Review and Monitoring Team (targeted) and the **PfA (Preparation for Adulthood) Team** can be contacted on:

EHCPreviewteam@wiltshire.gov.uk

If you are unsure which team to contact, please call the Single Point of Contact (SPOC) on 0300 456 0108 (Monday -Thursday 9am – 4.30pm, Friday 9am – 4pm) where a duty SEND Lead Worker will assist you with your query.

Contacting the WPCC

WPCC Phone Line 2022: 10.00am – 5.00pm
WPCC SENDIS team remains as: 01225 764647

If you cannot get through on the phone, you can email us: admin@wiltspcc.co.uk
You can find previous WPCC newsletters here: [Previous Newsletters](#)

A focus on technology

The banner features a circular image on the left showing four people in professional attire engaged in a discussion. To the right, the text 'ATEC 2022' is prominently displayed. Below it, a bulleted list highlights the event's features: 'Biggest AT exhibition yet', 'CPD seminars', 'Inspiring keynotes', and 'Networking face-to-face'. The ATEC logo, a white circle with 'ATEC' in blue, is positioned in the top right corner. At the bottom right, a white box contains the text 'Reading, Wednesday 29th June 2022'.

ATEC 2022

- Biggest AT exhibition yet
- CPD seminars
- Inspiring keynotes
- Networking face-to-face

Reading, Wednesday 29th June 2022

ATEC, the Assistive Technology Exhibition and Conference returns on the 29th June and is being held at the [Hilton Reading hotel](#).

[Book your ticket](#) to network with colleagues and companies from across the AT sector.

With 30 exhibitors and 16 workshops, ATEC is the largest national event focused on the DSA, Higher Education and the Workplace. There really is no better opportunity to gain insights into how the sector is changing, network and build new connections, and explore how Assistive Technology is evolving to embrace new technologies and strategies.

Whether you're looking for technology to help students take control of their learning journey or looking for opportunities to remove barriers in the workplace to help your organisation attract and retain the most talented person for the job, we're confident that a day spent at ATEC will be time well spent!

[Find out more about ATEC](#)

Date: Wednesday 29th June 2022

Time: 8:30am - 4:40pm

Location: [Hilton Hotel, Reading](#)

Dyslexia and technology resources

Dyslexia is a learning difference that primarily affects the processes involved with fluent reading and writing. It is estimated that dyslexia affects approximately 1 in 10 people, with 1 in 25 classed as severely dyslexic.

It is what we now recognise as a neurodivergent condition. This recognises that humans are not all the same and that neurological differences, such as dyslexia, are a normal variation of the human experience and can come with many positive and desirable character traits. We have a range of resources to help people with dyslexia at home, in the workplace and in education.

See this link for full details: [Dyslexia and technology resources | AbilityNet](#)



'Empowering Potential' - first Bett Academy of 2022 - in collaboration with [Microsoft](#). Explore the links below to watch the Bett Academy on-demand and visit the community hub where you can discover more thought-provoking content.

- [Watch back on-demand](#)
- [Visit the community hub](#)

[Make your Microsoft Teams meetings more effective and inclusive](#)

In 2021, nearly three-quarters of employees experienced a 70% increase in meetings after organizations shifted to remote work due to the onset of the COVID-19 pandemic. When 43% of remote workers state they do not feel included in meetings, the natural question is, how can we make meetings more effective and inclusive?

We were curious too, so we decided to survey a large number of Microsoft customers who wanted to improve meeting experiences in their organizations. As it happens, this was the first large-scale study that we're aware of conducted by a technology company to determine what makes meetings effective and inclusive.

We used statistical, mathematical, and machine learning techniques to analyse meeting dynamics through survey data and anonymous telemetry. This enabled us to build a model to understand and predict which meetings would be effective, and why. Criteria such as **using an agenda, active participation, having video turned on, keeping meeting sizes small, and sharing pre-meeting material** all ranked high for driving inclusiveness and effectiveness. Additionally, data analysis showed strong connections between meeting participation and attendees' subjective perceptions of inclusiveness, sense of comfort, and meeting effectiveness.

Since meetings are a permanent fixture of modern work, we encourage you to dive into the findings below and find new ways to promote behaviours that lead to more effective and inclusive meetings.

Article continues at:

[Make your Microsoft Teams meetings more effective and inclusive - Microsoft Tech Community](#)

[Updating your Class Notebook Addin for OneNote Desktop to the latest version](#)

Over the course of 2022, we will be requiring all educators and IT Admins using version 3.3 or older of the OneNote Class Notebook Add-in (COM add-in) for Desktop, to [update to version 3.4 or higher](#). The current version of the OneNote Class Notebook Add-in is 3.4, but many educators are still using older versions, in some cases versions for 3 years ago.

Article continues at: [Updating your Class Notebook Addin for OneNote Desktop to the latest version \(microsoft.com\)](#)



[SENCO using the world today](#)

When we look at the role of a Special Educational Needs Coordinator (SENCO) it can be a lonely role. It is without doubt very rewarding, but it can also be both stressful and difficult. However, we all know supporting those additional needs really does change lives.

Rebecca Garside has recently published an article in the [ET](#) (see below) in which she focuses on whether SENCOs are using available technology to its full advantage, particularly with the strides made by companies such as Microsoft in recent times.

Rebecca also highlights the government Green Paper, and she is right that it is taken far too long for this to happen and that it may not be providing everything needed when it comes to special educational needs and disability. Particularly when we look at those who can use technology that supports independent learning and independent living, empowering those that are often defeated by society.

She goes on to talk about how technology can support that SENCO role and ultimately support individuals – for example with [free digital learning tools](#) from Microsoft that supports reading and writing along with their new technology such as [reading progress](#) and [reading coach](#) which delivers outcomes and insights on the level of ability to support with fluency. An addition which is highly beneficial for individuals with a range of abilities.

With new technology like the OrCam Learn, following on from the [OrCam Read](#), which again has insights into how users learn, we can clearly see that technology is a beneficial way for those with additional needs. Personally, using technology like dictation and text to speech can help me be that independent learner and an independent worker.

Going back to that SENCO role, at SEND Group we understand how difficult this can be and in mid June we were delighted to give you a sneak preview of our updated SENCO Innovation Course created by Beccie Hawes from Cadmus Inclusive. Going forward, looking at technology and not being alone in the SENCO role can be highly beneficial for both students and all those working in the world of SEND.

[Has technology changed the role of the SENCO? - Education Technology \(edtechnology.co.uk\)](#)

Rebecca Garside, SENCO and curriculum lead at Lewis Charlton Learning Centre, says she is frustrated that the government SEND review took so long and offered little clarity on reforms.

Special educational need coordinators (SENCOs) have played a key role in our schools for many years now, helping special educational needs and disability (SEND) students to learn, grow and develop.

In my experience at Lewis Charlton Learning Centres, helping SEND pupils to learn has been achieved through manual, in-person practices and techniques. Staff would support students in the class to complete tasks, liaise with teachers and update parents on their progress. At the same time, students would be grouped together so that, for example, if a SEND pupil was struggling with reading someone was always there to read to them.

However, these ways of working were drastically altered due to the emergence of COVID-19. The pandemic forced pupils to learn and work virtually from home, including those with educational needs. This meant that our SEND students were unable to have access to the usual support they would receive from their SENCOs and the classroom, such as having staff or a classmate read to them, impacting their education and ability to learn.

Without access to traditional support methods, we as SENCOs had to adapt to ensure we were providing for our students. For me, this required learning about new systems and platforms that I had never engaged with before. However, once I got to grips with the solutions I immediately realised the benefits they could bring to my pupils.

What about the SEND review?

The launch of the government's long-awaited SEND green paper at the end of March set out the vision to improve provision for children with special educational needs and disabilities. Along with plans for a simplified EHCP process and improved inclusivity across mainstream schools, it also called for better and earlier identification and intervention and support of needs.

But like many in my position, I'm frustrated that this review has taken too long and the lack of clarity it gave. Many schools are at breaking point with too many children to support and not enough help to do it. There is no mention of intersectionality or tangibly what support schools can expect to receive. An overarching figure of what will be ploughed in overall doesn't allow schools to see what provision, support, funding or training they themselves will get as part of it.

While we continue to wait for the full implementation of the Green Paper, SENCOs will have to continue to adapt and utilise innovation and embrace assistive technology. We have a big role to play in helping students find independence in their support while helping them to build their own sense of success.

Learning support technologies have a role to play

At Lewis Charlton Learning Centres I've been trialling the OrCam Learn. This is an AI-enabled solution to learning that has interactive reading, comprehension assessment, analytics and reports that partner with students as they read and learn; developing comprehension, fluency and confidence. This tool means we can instantly remove many challenges for our pupils in and out of the classroom, empowering them to overcome any limitation by providing them with access to the support they need to unlock their full potential. We can also give them more freedom and independence to learn without a SENCO or fellow classmate being available.

With so much technology being available and forced upon us, the role of the SENCO is no doubt changing. We are no longer just there to teach and develop skills, we are also installing new solutions, explaining how to operate new platforms and finding innovations that could help our pupils flourish.

But technology cannot be adopted in isolation, we also need an education system, training and development programme that reflects these changes.

SENCOs need to know what technologies are out there for pupils, and how to use them. This is not only to benefit students but also SENCOs themselves. Underfunding and a lack of staff and inclusivity can see many struggling to be able to provide students with the attention and support they need, which is why I have set up an organisation to help address these issues, Inclusion Infusion. Providing

them with tools to work and grow independently could be key in helping alleviate this, ensuring SENCOs can provide the best education for everyone.

Technology has changed many roles in different sectors and now, thanks to the pandemic, we are seeing this take place for SENCOs. While it's encouraging that the government is putting more focus on SEND provision, our students today cannot wait for these changes to be implemented. We need to accept that we must embrace innovation and new ways of working so we can create a better and freer education system for SEND students everywhere.

Rebecca Garside is the SENCO and curriculum leader at Lewis Charlton Learning Centre, director at Inclusion Infusion, and co-director at Sunflower Education CIC.



[Online Spelling Checkers Which One is Best \(callscotland.org.uk\)](https://callscotland.org.uk)



Want to learn about Immersive Reader, Microsoft Teams, Minecraft: Education Edition, Reading Progress, and more?

**Attend Microsoft Summer Camp:
[Microsoft's TCEA Summer Camp](#) •
[TechNotes Blog](#)**

Make your Windows PC easier to use

To help your Windows PC adapt to you and not the other way around, you have lots of options.

Give some of our favourites a try:

[Use voice typing to talk instead of type.](#)

[Change how captions appear on your Windows PC.](#)

[Make it easier to focus on tasks with Focus Assist.](#)

[Have text read aloud with Narrator.](#)

[Make your desktop screen easier to see with colour filters.](#)

[Make your Windows PC easier to hear.](#)

DICTIONATION IN WORD

May 27, 2022 by [AccessAbility Smyles](#)

There is a useful little document created by Microsoft to show users how to use the Dictate function in word. There are some basic editing features and it is beginning to look and feel more like Dragon with commands such as Open Quotes, Closed Quotes and Scratch that.

Here is the link and covers Windows, macOS, iOS and Android:

[Dictate your documents in Word \(microsoft.com\)](https://microsoft.com)



70 years of Progress

June 2, 2022

[Myles Pilling, BA,M.Ed.](#)

[49 articles](#)

Specialist ICT-AT SEND Consultant & Assistive Technologist



The Queen has been on the throne as long as I have lived so far. I am 70 years old this year. So what has happened in terms of achievements over this 70 years as far as Educational Technology is concerned and as far as Assistive Technology is concerned?

My first encounter with computers was the ZX 81 by Clive Sinclair. I remember typing in code or loading it via a tape recorder into this little device and waiting or writing for hours to see a dinosaur navigate a three-dimensional maze. This was the early 1980's .

The advent of the BBC microcomputer was introduced in the mid 80's for schools. It came with a bulky monitor (which you could get an electric shock from as it was made in metal) and a cassette recorder along with the computer itself. It was indeed a solution looking for a problem! We hadn't a clue how to use it as a teaching aide. And my headteacher's response at the time was to say "Myles, you're a man you sort it!" Not exactly PC was it?

It was an exciting time as fellow teachers met to discuss how we could use this teaching tool and so began the first computer user groups. We would meet together hanging on what SEMERC or NCET gave us in terms of software and we would try it out on these devices. Things done then have been lost in the sands of time. MicroMike for instance which was the first device I could see as having an application to students with special needs. You made sounds into the microphone which would lift a helicopter up on the screen to transport cargo from a boat to an island. Simple but great for Speech Therapy as you could practise B's and F's and other sounds and the pupils thought they were playing a game. Sadly I am not aware of something comparable in today's machines; except maybe an app called Talking Carl on the iPad which animates sound in a motivating way.

After the BBC came the Archimedes computer and that brings to mind the work John Crick did on switch access using the beginnings of Clicker - an educational software used extensively now in schools worldwide. It began its life in an NCET event which we did and we all sat in a room developing educational software. For myself I was interested in drag and drop and a software called MyWorld and I developed some screens on MyTown to support Geography. These were fascinating times as a whole industry began to arise out of NCET that fed into SEMERC - regional centres long gone and at least one I know into a business - Inclusive Technology had its origins in the SEMERC's but that's another story.

Acorn Computers who made the BBC and Archimedes went out of business, mainly due to poor marketing and sales as they were very useful tools for educators and certainly at the WYSIWYG approach. WYSIWYG stands for What You See Is What You Get or put another way a visual user interface. Things got very confused about this point for a while until Microsoft dominated the educational and business world with their operating systems. And we in education had better get used to it. Windows 3.1, Windows 98 and so on and on the iterations of the product has evolved till now with Windows 11. And you might say the rest is history - which it is!

One of the gurus of this iconic age was and is Professor Stephen Heppell who is a forward thinker with an eye on the past. I had the pleasure of visiting his "Future Lab" premises in Chelmsford once and he has a cabinet of all the old tech I have described which he has kept and logged for posterity. I wonder if he still has it? Before nostalgia takes over this article. I would in a future article describe the growth of the Assistive Technology industry in the UK and it's global effect on the economy. So till next time - I will log off!

**#succeed
with
dyslexia**

10 Ways to Boost Mental Health and Decompress After Exams

May 10, 2022

Exam season is stressful. Whether you're an educator, a SENCO, a parent or a learner, it's a time of the school year where emotions tend to run high and many of us feel under pressure. And children and young people are likely to be feeling this more than most: from dealing with remote learning to the general stresses of learning during a major world event, they've had to deal with a lot, in addition to the additional ground they'll have been making up as part of the learning recovery process.

It might feel like a huge relief, walking out of that final exam- but the reality of it is that an extended period of intense learning and for some, stress, the end of this period needs *supporting* as well as celebrating. Children and young people need time to recover ready to take on the summer, as well as bring their best to any summer schools or holiday learning programmes that your educational institution may have planned – so that's why we've put together 10 ways to boost mental health as exam time draws to a close.

Rest. Although it might not be the most exciting option, it's likely that exam season has cost children and young people a few nights with less sleep than they need, either through anxiety, feeling unable to settle, or even staying up later than usual to revise. Take time out to get sleep cycles back on track, and encourage rest days, as well as celebrating the end of the exam period. Studies show that short-term lie-ins and naps are alright to recover from short-term sleep loss, as long as they don't become a feature of their sleep routine, so it's okay to hit snooze for a while.

Talk about results. It's been a long haul, but it's over! ...until the results roll in, that is. Learners might be feeling anxious about what results they'll be receiving, and some might want to explore with parents and teachers what their options are and what it means if they haven't achieved their target grades. Having a contingency plan can actually have a calming effect, and talking about these options can help a lot. Adopt a door-always-open policy, and don't force the issue - the last thing learners will enjoy is a conversation they might construe as being 'grilled about their results'.

Clean Up. Revision creates quite a lot of mess for something that most people tend to do whilst sat in silence at their desk – notes, binders, post-its and wall charts usually end up everywhere. And although they've been a good study aid, it's time for them to stop being such a physical presence in the room. Waking up to a clear room and desk can provide a boost to mental health as it signifies that the hard part is over, and there's nothing left to do – so put away what it's important to keep, and recycle the rest.

Explore the outdoors. Getting outdoors can provide a large boost to mental health, especially if learners are feeling fatigued or a little disconnected from the world outside of the exam hall.

Accept it might feel weird. Post-exam blues are a real thing, weirdly enough: after so long spent focusing on them, it might feel odd that the end of the final exam goes by with little to no fanfare. Learners might feel cut adrift or even lonely, especially those who are moving between institutions this year, and some may experience a kind of 'hangover guilt' from not revising even if there's nothing to revise for- so check in on them and their mental health over the course of the next few weeks.

Hobbies. Some learners might find it helpful to refocus their energies on projects or hobbies that they may not have had too much time to focus on for the past couple of months. Whether these are personal or interpersonal- reading and painting, or playing football or even online gaming- it can be good to do something proactive or creative to deal with that sudden uptick in free time and prevent them from simply scrolling, perhaps quite anxiously, as they wait for results day.

Reconnect with friends and family. Revision season isn't really known for its potential for socialising, so use the summer to touch base with friends and family that learners may have put off seeing as they prepared for exams.

Learn from the experience. Unless learners have sat their third-year exams in university or college this year (and even then, many will go on to do medical degrees or postgrads), it's likely not to be their last set of exams ever. Treat this year as a learning opportunity: what worked when it came to revision? What didn't work, where did they feel nervous; what were good strategies when they felt under pressure? Having a conversation about this might seem a bit redundant after the exams have happened, but it can create a great foundation of strategies and starting points for next time.

Prepare for the new challenges. The end of the year can bring some nerves with it, especially if they're off to a different institution in September. The transition between school stages is a big one, and it can inspire feelings of trepidation, as well as excitement. Preparing for this- sorting out school routes and transport, new bags and books, looking at course content- can go some way as to allaying feelings of anxiety as the more prepared learners feel, the easier it'll be to fight off the nerves on the first day.

Celebrate. Exams are over, and it's a huge, huge achievement, even if they haven't sat 'the big ones' this term. Take time out to celebrate and praise what is a pretty huge part of their year, and make sure that you mark the occasion- and again, make sure that your door is open if they want to talk results, destinations, or different paths at the end of it all, too.

[The Bookseller - Comment - Publishers must stop ignoring dyslexic adults](#)

JUNE 7, 2022 BY ALISTAIR SIMS

We are getting better at producing books for dyslexic children, but dyslexic adult readers are vastly under-served.

Dyslexic-friendly books for children are now a staple in bookshops. However, there are very few initiatives for reading for pleasure for adults with dyslexia. The eight titles that we at BOTH Press have already published represent the only readily available dyslexic-friendly fiction for adults in the UK. Whilst the eight BOTH Press titles can be found in libraries and bookshops across the UK, the scale of accessibility is not nearly enough, as around 10% of the UK population deal with some form of dyslexia.

Despite Jay Blades' (the presenter of "The Repair Shop") unique telling of his own challenges in learning to read in the documentary "Learning To Read At 51", which the BBC recently aired, there are still few resources for reading for pleasure on adult dyslexic charities' websites and reading charities' websites. The dyslexic blogger Suzy Taylor, who writes for Dyslexia Scotland, says: "It is frustrating that we now have children's books in dyslexic-friendly formats. As adults we apparently do not require books in the same form."

There needs to be more choice for dyslexic people who want to read for pleasure, with books that are designed to be friendly to them but are not dumbed down, that are high quality and enjoyable fiction, that they can chat about with friends and family.

A Guardian article in 2016 by Imogen Russell Williams, about dyslexic friendly books for children by Barrington Stokes, quoted their managing director at the time, Mairi Kidd, saying: "We routinely think of accessibility for buildings, broadcasts and public service publications – so why not books?"

So why haven't adult dyslexia-friendly books had the same attention?

The Big Five publishers have not stepped up to the plate in any sizeable way. This reluctance to respond to something that is now a mainstream issue remains a mystery.

I have tried to engage with the big publishers over the years, as bookseller and now a publisher on this subject but to little avail. Some individuals in the publishing industry have engaged, such as Jeremy Trevathan of Macmillan, who has given advice, encouragement and listened with sincerity to our project. The general lack of action in the publishing industry on adult dyslexia fiction is not malicious, but down to a lack of thought, a lack of understanding and perhaps a lack of forward thinking. There is a whole market there. Children with dyslexia grow up to be adults with dyslexia. This is why BOTH was created, to publish what wasn't there, to inspire and to make the publishing industry aware of a need for dyslexia-friendly fiction for adults.

I deal with dyslexia every day, and I find it frustrating that mainstream publishers have not tackled this accessibility head on; it is not rocket science to produce dyslexic-friendly fiction for adults. The formatting changes to produce dyslexic-friendly fiction are minor, but they make a huge difference for readers.

There clearly needs to be a mindset change. It is not practical to publish like for like. Say we format a novel of 90,000 words into our formatting (which loosely comes out at 10 pages per 1,000 words), we have a 900 page book. This does not work, not just on a practical scale, but also on a psychological level. Someone who deals with dyslexia, who is scared or reluctant to read, needs encouragement. Many people who can read perfectly fine would balk at something of that size. Thus, we start with short stories and create what we call a longer version of a chapter book. These books are large enough to feel a sense of accomplishment when finished, have a satisfying plot but short enough to not feel threatening.

On June 7th 2022, we at BOTH Press are launching our second Kickstarter – [Open Dyslexia: the sequel](#) – with more high-profile authors than ever before. The Kickstarter, lasting 30 days, aims to publish eight more titles of high-quality fiction from bestselling authors, including household names such as Bernard Cornwell and Peter James, with James doing an introduction for the 2022 collection.

The line-up is full of many other front-list authors such as Gareth Powell, J M Alvey (aka Juliet Mckenna), Scott Oden, Snorri Kristjansson and James Bennett. Powell, who is a local at my bookshop, Books on the Hill in Clevedon, tells us: "Everyone deserves a chance to experience the joy of reading for pleasure".

In the end, we really don't want to be the only "dyslexic publisher" in town, and we call for more to be done by the top five publishers. We all know that writing a short story is often harder than writing a full novel but that's a flimsy excuse. So please do support our Kickstarter, and rethink your own contribution in this area. Every little bit helps, and adults with dyslexia deserve to be catered for so they too can enjoy the pleasure of reading.

Neurodiversity 101

articles by Prof Amanda Kirby

[Neurodiversity - gaining a diagnosis in adulthood - who are you?](#)

[Neurodiversity - crossing the diagnostic line](#)

[Neurodiversity and time blindness - 10 ways to help](#)



NEWSLETTER ON LINKEDIN

[7 Ways to Be A Dyslexia Ally at Work](#)

We're hearing a lot at the moment about how businesses are gearing up for a more inclusive and accessible future - and that's great! Policy changes are happening at high levels throughout millions of businesses all over the world, and it's pretty likely that senior leadership, HR and management professionals are putting in the hours to make sure that where you work is a welcoming space for people who are neurodiverse.

But we also need to make sure that we're not solely relying on policy and high-level decision-makers to create a more positive day-to-day for people with dyslexia and literacy differences. Although management takes responsibility for most of the final calls on big changes, there are also lots of things that you can do to make the work experience better for the people with dyslexia that you work with, and make them feel supported in their role and in their wider career just by being a great dyslexia ally.

Read full article [7 Ways to Be A Dyslexia Ally at Work](#) for details under the headings:

- 1) Speak up
- 2) Be accessible
- 3) Roll up your sleeves
- 4) Open a dialogue
- 5) Be flexible
- 6) Get educated!
- 7) Advocate for broader change

[How to Normalise Neurodiversity Where You Work](#)

If we flash back to even as little as ten years ago, you wouldn't find many people talking about neurodiversity in the workplace.

Perhaps there were a dedicated few at head office, perhaps there was somebody petitioning for more accessible communications a few cubicles down — but these would have been relatively uncommon.

Neurodiversity positivity as a movement is only truly coming into its own in the 2020s, and it's incredible to see how fast we're moving in terms of how we're creating a new working future that's accessible for everyone... but that doesn't mean that we're quite there yet, either.

Sadly, even now there's a social stigma surrounding many neurodiversities, especially in regimented environments like the world of work. It can take a lot of forms, from outright bullying to much more clandestine things like unconscious bias — and that's why it's important that we normalise and appreciate neurodiverse people and foster a more understanding working world.

Read full article [How to Normalise Neurodiversity Where You Work](#) for details under the headings:

Ways to Normalise Neurodiversity in Your Workplace

- 1) Appreciate our differences
- 2) Be versatile
- 3) Incorporate inclusivity at every stage
- 4) Normalise assistive tech
- 5) Appoint a neurodiversity representative
- 6) Encourage openness
- 7) Create learning opportunities

Together, we can normalise neurodiversity in the world of work.

[Subscribe](#) for more updates and insights on dyslexia in the world of work.

[Spelling predictors; investigating the role of phonological ability and rapid naming in a large cross-sectional British study](#)



[Georgia Niolaki - Senior Lecturer in SpLD/Dyslexia and Inclusion at Bath Spa University](#)

I am so excited our paper with 641 Primary age children is published. We report significant findings in relation to the role of Phonological Ability and Rapid automatised naming and spelling. Really important is that spelling in comparison to reading takes a lot longer and a lot more effort to develop and the year that the great change occurs is Year 5 rather than the end of Key Stage 1. Big thank you to all the children who took part in the study, my research students and my lovely collaborators. The paper can be accessed at <https://lnkd.in/egtHbGAI>



May/June Issue 118



The brand new issue of the UK's leading Special Educational Needs Magazine.

Articles/Features in this issue: Autism, Dyslexia, SEN Law, Transition, Mobility, SLCN, Fostering, Nutrition plus much more.

<https://lnkd.in/dHwiUmxh>



JUNE 2022 ISSUE



Click to **DOWNLOAD**

STEM / STEAM Ingenuity Awards
 Call for Research – Hunter College
 Find the Very Best for Yourself – Henry Winkler
 Well-Being: PTSD and Dyslexia
 What Should You Do This Summer
 Audio Study for Drivers Ed
 Dyslexia News
 ArtShare

You can also read issues on our free Dyslexic Advantage app **iOS** or **Android**.

Newsletter Archives (**back issues**) are **HERE**.

FOR MOBILE or to read on JOOMAG: <https://joom.ag/3dYd>



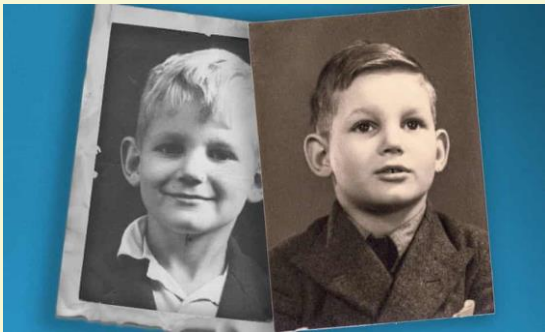
Visualization Pathway: Creative Discovery - Dyslexia

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. [Continue reading article at title link above.](#)

‘My spelling isn’t that great’: Michael Morpurgo on why teaching kids to love writing is more important than grammar

The author, poet and playwright on why we should move away from Michael Gove-mandated lessons on fronted adverbials and back to unleashing the creative potential of children



‘At primary school we were taught that words were not for fun’ ... Michael Morpurgo as a schoolboy.

Composite: Guardian Design:
By kind permission of Michael Morpurgo

Michael Morpurgo as told to Amy Fleming
18 May 2022

I didn’t love reading at all when I was young. As a teacher, I loved it, and now as a reader, I love it. But I was put off the whole idea of words very early on.

Some years ago, I was made to do a key stage 2 (seven to 11 years old) English test. I don’t even want to tell you how I did, but it wasn’t good. I find expressions such as “fronted adverbials” and “subordinate conjunctions” extraordinarily abstract and difficult to get my head around. But we’re stuck in the Michael Gove era, in which children are trained in analysing language in a way that seems to me to restrict and inhibit, rather than to encourage creativity. So I was glad to discover that someone has done some proper research on this part of Gove’s education reforms; UCL and University of York have found that this emphasis on grammar in primary school does not improve six- and seven-year-old children’s writing.

When I was a primary school teacher in the 1970s, in a village called Wickhambreaux, just outside Canterbury, we were free of such burdens. I was able to concentrate on encouraging children to find their own voices. That is what literacy is for – to express your thoughts, to discover the music in language, the joy of reading, and all the interest, knowledge and understanding we can gain through that. It is not the analysis of a sentence – that comes later.

As you read one story, they pick up a book by the same author or a similar book with a similar subject, and extend their reading on their own. And I extended their writing by saying to them: “Look, Roald Dahl was your age once. He sat down and wrote his first story. Why don’t we go and write our stories?” I would never make them sit down with a blank sheet of paper, and then say: “Do it”, which is what happens time and time again in tests up and down the country to this day. It’s an impossible task to set a child. You have to inspire them; you have to go out and trigger it somehow.

We would go for long walks up to the nature reserve, look at herons standing in the reeds, and we would be quiet. Then we would go back and write down what we felt about what we had seen. Some children would be descriptive; most were very thoughtful. But each of them was beginning to find their voice as a writer. They weren’t cramped by anything I was trying to teach them.

This is the opposite of how I was taught, at St Matthias primary school in London, which was very punishment-driven. There was fear in the classroom, and grammar and punctuation were part of that. It is now a wonderful school, where kindness and creativity go hand in hand.

I came from quite a bookish family. I was read to every night by my mum, who was an actor. She was guided by the instinct that if she loved a poem or a story, she wanted to tell me that story, or read me that poem. So I was handed the love of stories by my mother, but then went off to primary school, where I learned that words were not for storytelling, or music or fun. They were about spelling and punctuation, and if you got things wrong, you were in trouble.

I didn't want to go into detention, but I did spend an awful lot of time there because I found the more red marks I got, the more I was scared. And when you're scared, you don't do things very well at all. I knew I was pretty good at telling lies, but I didn't know I could be a storyteller until much later, when I was a teacher.

On World Book Day this year, a pupil asked me: "Do you ever make mistakes?" Of course I make mistakes. When I'm working on my own books, I often slip into a slack way of saying things, which is too oral, if you like. I'm reminded about it fairly firmly by good editors, and that's fine – it's a way of improving what's already there, and refining it. My spelling isn't that great, either; I'm quite ashamed of that sometimes. My grandson can spell things better than me. But that's OK. It's just a side of me that needs improvement. At 78, I've got plenty of time left.

I tell children to look at the manuscripts of writers far greater than I shall ever be, and the amount of crossings out that they do. Children are concerned about not getting it right, and that is part of the problem. But actually, it's really good fun telling a story. I've been working on a new one this morning. I started the day thinking it was going to be one kind of a story. I started the first three or four sentences, which didn't seem to go that well, so I crossed them out. That's what you do – you judder and judder until you find the right tone for the story and a path seems to open up through the undergrowth in front of you, and you find a way to go. But it's not going to be helped by a constant worry that the sentence you have just written is not correct.

I grew up with people telling me: never, never start any sentence with "and"; I start huge numbers of sentences with "and". I'm not just trying to get back at some English teacher I had when I was 10. While I can see how you could overdo it, sometimes there's a really good reason for doing it. And sometimes there's a very good reason for having a comma rather than a full stop. It's a matter of judgment, and not just rules. I think today's rules are a misunderstanding of language. Grammar, punctuation and spelling are guidelines about how we frame our language, and very important in terms of communication, for accurately reflecting what it is we wish to say and how to be understood. But they're not supposed to tie us up in knots.

It is important to keep our focus on every child becoming a reader, and having the experience of falling in love with Philip Pullman and Jane Austen and Shakespeare. It is not about teaching something that's then got to be tested. If you do that, what will happen – and what has always happened in our system – is that those who succeed at that level are fine and go on their way towards university. And those who don't succeed begin to feel that they're failures and that language and books aren't for them, because they're not enjoyable, because they keep getting bad marks in tests. The problem with testing is that there are winners and losers and we have an education system that divides people very early on. More and more, what has been lacking in our primary schools is space in the curriculum for creativity, for exploring the potential of children in terms of the way they use language.

I often get letters from teachers and children correcting the grammar in my books, and they are quite right. But people can be over-obsessed by it. If you look at some of our great writers and you start analysing sentences, the poetry is what counts, the sound, the meaning. The grammar is supposed to be what serves that. It's not what you start out with in the first place.

Michael Morpurgo was talking to Amy Fleming

['My spelling isn't that great': Michael Morpurgo on why teaching kids to love writing is more important than grammar | Michael Morpurgo | The Guardian](#)



John Hicks - Dyslexia Blogger

[Is the focus on spelling and grammar at school fair? – The Studying With Dyslexia Blog](#)

Michael Morpurgo's article in The Guardian (see article above) about how teaching kids to love writing being more important than grammar is a gentle warning about the damage our Education System is causing children who struggle with spelling and grammar.



Information, webinars, resources, special offers . . .



Newsletter June 2022 Wordshark Online

After over 25 years we have decided to create a newsletter!
We want to provide helpful tips and lesson plan ideas about Wordshark Online,
to stay in touch better and let you know what's new!
Teachers don't have much time so we have kept it nice and short:

[Newsletter June 2022 Wordshark Online - Wordshark & Numbershark](#)

Teach Reading Using Games: Understanding Trugs

FREE webinar recording now available: please [click here.](#)

Discount of 15% off all products
- available to anyone who watches the webinar
- use “**web15**”



TRUGS

Welcome to the home of “trugs” – teaching reading using games.

Trugs® is a phonics based reading resource for teachers and for the home.

Trugs is a group of card based activities to support with the progress of reading and spelling.

Trugs creates a fun, engaging way to support those learning to read.

[Home - Read Successfully - Trugs](#)

[Click here to check our latest blog post](#)



**Getting Started with Trugs
Preparing Yourself for
September.**

**Free
Webinar
27th June
3:30pm**

trugs™
teach reading using games

It's getting to that time of year when we are all thinking about the summer break. However, we are also **planning** on how we are going to **support** our young people with special education needs and disabilities, in particular those with **literacy difficulties** such as **dyslexia**, in the new school year.

Trugs is a synthetic synthesised phonics resource that has been created as a structured learning programme **designed** by a **dyslexia specialist** teacher.

On **Monday 27th June at 3:30pm**, Arran and Lucy will be having a conversation about getting started with Trugs. They will be looking at how **Box One** can **support** you in **school**, but also having a look at how **Home Box One** can **support** you at **home**.

[Book now for FREE Trugs webinar](#)



Sir Linkalot's spelling programme was first mentioned in our WDA newsletter in October 2020.

Helen Ross, our WDA Chair, has recently been in touch with Andy Salmon from Sir Linkalot who has asked her to get in touch with people who may be interested in trying the programme. Have a look at see what you think! Andy told Helen that no one has done this before to this extent and that's why it's getting a lot of attention. He believes that it's going to change forever how children learn and she believes him!

40% discount for WDA members

An award-winning, ground-breaking app for spelling tricky words from 'was' to onomatopoeia'.

Hi one and all.

Before I go any further, take a peek at this ('dad dancing' alert) [And the winner is...](#)

Sir Linkalot is a fun and innovative award-winning app (Best Educational App - BETT2020, Europe's leading edtech expo) that is transforming how students commit to memory the spelling of tricky words, all the way from *the*, *is* and *two* up to *fulfil*, *manoeuvre* and *onomatopoeia*. Many dyslexia associations endorse the product as rote learning simply doesn't work for the children they work with. Students, whose mother tongue isn't English, have said that taking words off the page and animating them in this way is knocking down barriers as English is far from a phonetic language.

Ruth Miskin says that 'Read, Write Inc' and 'Sir Linkalot' are a perfect marriage as she has nothing for her 150 red/tricky words, e.g *one*, *the*, *my*, *done*, *I*, *some*. So, there's no clash with phonics programmes; it complements them.

To find out what it's all about, take a look at these:

[The Future of Spelling](#) (**NB** celeb warning - you'll be hooked when the boy says 'I was terrible at it')

[Sir Linkalot: Case study](#) (carried out on 120 children where Sir Linkalot was pitted against traditional learning methods - an unfair contest)

[Sir Linkalot's 3 Rs](#) (the impact it's had on three dyslexic children - even though her two henchmen are great Maisie is just the best)

It is not solely for spelling, however. There are animations for homophones, spelling rules, patterns, letter strings, punctuation, grammar, prefixes and the origin of words, as told by Lady Lexicographer (Countdown's Susie Dent). She reveals the origin of certain words on the app that have an interesting story to tell. Etymology is very much in vogue. So, it applies to Key Stage 3 children as well as 4 to 11 year olds.

This is what she had to say [Why Countdown's Susie Dent has joined Sir Linkalot on his quest of making "I can't spell" a thing of the past](#)

Other subjects will follow, starting with Maths (all part of the price). A Times Tables bundle got uploaded last month with the rest to follow in the next few months . Here are a couple to whet the appetite plus some for geometry that will be going up in the autumn. You'll be very happy with grumpy Don the dog in the first one. Grrr.....

[6 x 6 = 36](#) [7 x 7 = 49](#) [8 x 3 = 24](#) & [8 x 6 = 48](#)

[Radius, Diameter & Circumference](#) [What is a trapezium?](#) [What is a rhombus?](#)

Maths teachers love the one for "radius, diameter and circumference".

The cost of the annual subscription is £50 but there is a 40% discount for BDA members. If you're up for joining the "World of Linking", then please send an email to sirlinkalot@sirlinkalot.org, putting 'BDA discount' in the subject line. You will be given the bank details and, once the money has been received, you'll be emailed a code that will give your whole household access on any gadget across all platforms.

Let's finish off with some one minute clips that illustrate perfectly the impact our chivalrous chum is making with children of all ages...

[Spelling rhythm](#) (these children clearly love linking - a couple of them have got some moves)

[Spelling manoeuvre](#) (look at the age of the boy at the end - amazing!)

[Spelling onomatopoeia](#) (who'd've thought that a nursery rhyme would help you spell this impossible word)

[The Sir Linkalot effect - Spelling scores](#) (the reactions of the three children are priceless)

(Email caroline.fowke@btinternet.com to request testimonials for teachers, parents and children.)

Free event

Lost in Translation DSA Update

Online - Zoom

June 28, 2022 - 3:30pm.



"Lost in Transition" - DSA Awareness session

Tuesday, 28 June - 3:30 – 5:00pm

This event is taking place next week and is free to all.

It should prove to be a useful event for anyone considering Disability Students' Allowance.

Here are the joining details:

[Join Zoom Meeting](#)

Meeting ID: 815 3926 5815

Passcode: 951215

<https://us06web.zoom.us/j/81539265815?pwd=NXNqbUIlOXg3R1FZWnhVVEZRTUNJZz09>



Introducing The Fact Factory: The world's first audio magazine for visually impaired readers

20% discount code for WDA members : WILTDA20

Stephen here from Audio Mag Media. I'd like to introduce you to our new accessible audio magazine called The Fact Factory, created for marginalised young readers.

We have just spent the last two years working on *The Fact Factory* in collaboration with the Dyslexia Association of Ireland (DAI) and the National Council for the Blind of Ireland (NCBI). It is launching in July 2022.

In a nutshell, the magazine has been written and designed with the needs of marginalised readers (aged 7-11) at the very heart of it. This cohort includes, but is not limited to, **visually impaired children, young readers with dyslexia, reluctant readers, children with EAL, ASD**, etc. While the magazine looks like an ordinary magazine, it is anything but.

The Fact Factory is the world's first ever magazine to contain embedded (and invisible) audio files on each of the 40 pages. This means that every word of the magazine can be listened to by the child. To access the audio (which is professionally recorded by children) the reader uses a special pen that we send out with Issue #1 (12 issues in a series). When the child taps the pen off the audio icons on each page, he or she gets to listen to or read along with the six characters (Andy, Izzy, Heidi, Brooke, Brody and Sayid) as they deliver a collection of fun and fascinating facts on animals, insects, the body, famous people, sea creatures and iconic buildings.

I think you will be amazed at how the pen can unlock the content and I'm certain the name of a child or two from your school or organisation will pop into your head straight away when you watch the pen in action and see how it works.

I really believe *The Fact Factory* magazine and pen has the power to engage and inspire a cohort of children that reside on the peripheries when it comes to reading for pleasure. And I think if you can see how it works you will too.

So, any help you can give us in sharing and spreading the word would be greatly appreciated, especially to your SEN colleagues and to parents of struggling or marginalised readers.



Welcome to CDC's June newsletter.

Inside this edition, you can find:

- A [blog](#) from Philippa Stobbs on Disabled Children and the Equality Act 2010;
- Details on a [new contract](#) to support SEND improvement in local areas;
- Information from Contact on [finance advice](#);
- Pay dates for the [cost of living](#) support package;
- Free [training](#) for early years practitioners.
- Details on how to register for the Special Needs Jungle [SEND Review webinar](#);



Special Needs Jungle: SEND Review webinar for parents/carers

Register to put your questions about the content of the SEND Green Paper directly to Children and Families Minister, Will Quince on Tues 28 June at 10am.

This Zoom webinar has 500 places available, so if you want to ask a question, you **MUST** include it in the relevant space in the registration form for a chance of it being included.

A recording will be available as soon as possible afterwards, so please **ONLY** register for the live webinar if you can attend.

[REGISTER](#)



May 2022

CATALOGUE

Dyslexia friendly teaching resources
& support for visual difficulties



We are excited to announce the launch of our brand new 2022 catalogue.

Packed with fun and educational resources for SEND. You will find all of Crossbow's favourites inside including Page Overlays, Tinted Exercise Books, Reading Rulers, Pencil Grips, Books, Games and much more.

New Products include:

Magnetic Visual Timer - Page 24

6 Phonics Games - Page 28

Sight Word Bingo - Page 47

7 Memory Games - Page 63

The Syllable Route book - Page 65

You can either request a catalogue to be sent by post for FREE or download a FREE digital copy to view straight away.

[Click here for downloadable version](#)

[Click here to request a free mail order catalogue](#)



New accessible SEND and Alternative Provision Green Paper resources

Following on from our article about consultation event resources, the Department for Education has published new accessible versions of the SEND and Alternative Provision Green Paper.

These include:

- A full British Sign Language version to support those who are deaf or have a hearing impairment.
- An easy-read version to support those with learning disabilities.
- A guide to help children and young people with SEND or those in alternative provision to understand the green paper and respond to the consultation.

[READ MORE](#)

GET SUPPORT: School induced anxiety

We regularly advise and support parents and carers whose children are unable to access education because of anxiety or similar difficulties – very often associated with the child's special educational needs. Our guidance explains what steps you can take if your child is struggling to attend school.



[Read more >>](#)

TRAINING: Upcoming training events

We have a range of upcoming 'book a place' training days for parents, carers and professionals - all delivered virtually via Zoom.

For parents and carers

- [Tribunal hints and tips \(2\): 27th June](#)
- [SEND law and young people \(post-16\): 6th July](#)
- [Tribunal hints and tips \(1\): 7th July](#)
- [Introduction to SEND law: 8th July](#)

For professionals

- [Level 1 SEND law: 4th July](#)
- [SEND law for SENCos: 19th September](#)



Join us for our
Dyscalculia Masterclass

Friday 8 July
11:00 – 17:00

<https://www.eventbrite.co.uk/e/mathematics-and-dyscalculia-expert-masterclass-tickets-302995346237>

A promotional poster for a 'Dyscalculia Masterclass' on '8th July LIVE'. The poster has a green background with a red circle containing the text 'Dyscalculia Masterclass' and '8th July LIVE'. Below this, it says 'The session will be recorded'. There are three circular portraits of speakers: Daniel Ansari, Steve Chinn, and Mahesh Sharma. A QR code is present, and the Positive Dyslexia logo is at the bottom right. The website 'www.positivedyslexia.co.uk' is at the bottom left.

Dyscalculia Masterclass
8th July LIVE

The session will be recorded

DANIEL ANSARI
book now
www.positivedyslexia.co.uk

SPEAKER: STEVE CHINN

MAHESH SHARMA

Michele Mazzucco

Positive Dyslexia
Engage Inspire Achieve



Thinking of asking for an Education, Health and Care (EHC) assessment so that your child can get some extra support at school?

You don't need to wait for a professional to do this for you.
Download our [request letter template](#) to get started.

[Requesting an EHC needs assessment from your local authority](#) is the first step to getting an [EHC plan](#) - a legal document that describes a child or young person's special educational, health and social care needs.

Advice and support with your disabled child's education

There are lots of ways to get in touch with our special educational needs (SEN) team with any concerns you have about your child's education. Our education advisers can help families from across the UK.

- [Submit a query](#)
- [Email our team](#)
- [Browse our advice webpages](#)

And [our helpline](#) is also open Monday to Friday from 9.30 to 5pm, but you can get real-time support all week by messaging the advice chatbot on our website.

Free online workshops for professionals

Do you work with parents & carers of children with SEND?
We're running a series of free online workshops.

Our workshops aim to help professionals:

- Increase understanding of disability, including hidden disability.
- Increase awareness of the effect of disability on the family.
- Enable more effective communication with parents.
- Enable a better start to a working relationship with parents of children with SEND.

Tuesday 28 June 10:00 am to 12:30 pm

[Register on eventbrite](#)

Tuesday 5 July 7:00 pm to 9:30 pm

[Register on eventbrite](#)

Wednesday 13 July 10:00 am to 12:30 pm

[Register on eventbrite](#)

For more information, please contact bookings@contact.org.uk



Welcome to the latest Whole School SEND update!

WSS news and updates

- [Universal SEND Services Programme to be delivered by WSS Consortium](#)

WSS webinars

- [Is Ofsted a force for improving the education for all learners with SEND? 4pm, 28 June 2022](#)

WSS resources

- [School Improvement for SEND Resources](#)
- [Access to SEND CPD and Expertise Research](#)
- [WSS Twitter Chat - Inclusion in Sport](#)

WSS regional updates

- [Your regional teams](#) – update from the South West regional team

nasen news

- [nasen Live 2022 - Inclusion by Design](#) – Friday 15 July in Birmingham
- [nasen Connect - Download your copy!](#)



Sector news

- [SEND Review](#)
- [Senior Mental Health Lead Training](#)
- [Anti-Bullying Support](#)

Free Webinar Events

Webinars are back! Scanning Pens are expanding their free online resources with at least 3 new webinars every week!

Book now for the latest on access arrangements and the ReaderPen.

Find out more



scanningpens.com

Adult Dyslexia Centre

Advising • Developing • Connecting

[Useful Links \(adc.org.uk\)](http://adc.org.uk)



[Dyslexia Assist: By Parents and children, Dyslexia Help tutor advice \(dyslexia-assist.org.uk\)](http://dyslexia-assist.org.uk)



See dyslexia differently with intro by Dom Wood

A great video explaining dyslexia to children. Introduced by children's TV presenter Dom Wood. It is useful for children, whether or not they have dyslexia.

<https://lnkd.in/ek99kxcM>



▶ [Dyslexia and the Classroom part 1](#)

In the first part of this recording for teachers, Sharon Hall will talk about the how Dyslexia Scotland can support you and how we identify dyslexia - what are we looking for in our classrooms?

▶ [Dyslexia and the Classroom part 2](#)

In this second recording with Sharon Hall, we will look at the characteristics of dyslexia - the barriers and the strengths that pupils can use to overcome difficulties.

▶ [Dyslexia and the Classroom part 3](#)

In the third part of this workshop, Sharon Hall looks at how you can best support pupils with dyslexia in your classroom and school.



Dyslexia and me

How identifying a hidden disability revealed new strengths. One man's story of how he was catapulted into a successful career at GCHQ.

We are marking [Dyslexia](#) and [Dyspraxia](#) Awareness Weeks with a series of internal events celebrating the unique contribution that people with alternative ways of thinking make to our mission of keeping Britain safe.

Discovering you're dyslexic can be a positive catalyst for change. This was certainly the case for Mike, who chairs our Dyslexia and Dyspraxic Support Group. This is his story:

"I discovered my dyslexia at university. I did well at school, but hit a brick wall when I started studying for my degree. My discovery was quite by accident: a dyslexic friend asked why I didn't get extra time in my exams. It was clear to him and others around me that my mind works differently and they all assumed I knew I was dyslexic. Fortunately, the university had really good support mechanisms in place and after an informal assessment I was offered a full physiological assessment. This concluded I was dyslexic and dyspraxic. It highlighted my biggest weaknesses were auditory and visual memory. My reading, spelling and writing were only slightly worse than average – this probably contributed to my late diagnosis. On the flip side, I found I had above average strengths in verbal reasoning and visual perception.

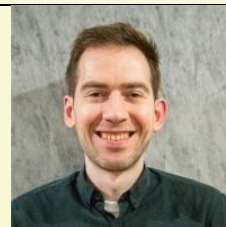
My diagnosis helped me to manage my weaknesses and play to my strengths. I used to do lists and timetables to deal with my poor memory, and I found I had a flair for writing software (part of a bigger skill of breaking down problems in to smaller, simpler parts).

It was the latter that I thought landed me with my job at GCHQ. I later learned that it was in fact down to my performance at the two-day assessment centre. There the assessment panel had been impressed how my own self-awareness had given me an intrinsic understanding of different team members and how they all contributed differently to the team's success. This, and my ability to simplify problems, highlighted to them that I would make a great project manager.

Initially unconvinced, I joined the department on a two-year fast track scheme that involved a series of six-month job placements in different parts of GCHQ. This was a real opportunity to decide if I would stay technical or move over to project management.

I have since built a career at GCHQ in project management based on my problem solving and team-leading abilities. Along the way I have been supported by the department in some of the areas I struggle with. For example, I have taken advantage of the neurodiversity advisor for specialist advice, I have benefited from specialist software and even been given coloured glasses.

The support group I run for dyslexics and dyspraxics is championed by a director on GCHQ's board and by the Disabled Employees Network. Supporting diversity and disability is something I am proud to say the department takes very seriously."



[Our Stories - Our Dyslexic Journey \(ourdyslexicconnection.co.uk\)](https://ourdyslexicconnection.co.uk)

[Phillip Ruddock](#) • Founder at [Our Dyslexic Connection](#). Member of [APPG Dyslexia](#)

I've only known [Helen](#) Ross a short amount of time but I have already been blown away by her - by her talent, her intellect and the sheer power and passion of this amazing lady! She's inspiring! Very authentic! Very heartfelt! It's a must watch!

Helen's story is one of numerous stories available to view at: [Our Stories - Our Dyslexic Journey \(ourdyslexicconnection.co.uk\)](https://ourdyslexicconnection.co.uk)

#MyDyslexiaStory: Tracy Fournier Dalbe

8 June 2022 [Guest Post](#)

Living with Dyslexia and not Really knowing what it meant. My name is Tracy and I'm a 57 year old woman With Dyslexia! Yes I said it! Dyslexia!



I have known for some time around 10 years that I might be Dyslexic as I've always struggled in life with reading and writing. But I never realized it has affected other areas in my life, all my life. Not having a diagnosis as a child, I was treated differently at school. Back then the term dyslexia never existed. I was hearing she's just slower than everyone else, and as time went on, it was, well, she's not very clever, but at least she is pretty, you never know you might marry a footballer.

Even back then hearing those words, didn't install me with any confidence. Back then people didn't really know any different. When there was a diagnosis, it was said, it's an excuse for those who can't read or write properly, they are probably just lazy.

Over the years I struggled in education. I had little confidence and unfortunately was very shy. This led to quite a bit of bullying which also made it difficult to learn. All I wanted to do was stay home with my mum. Anyway it wasn't until my daughter was struggling at school, I could see some resemblance between us. At the time her primary school didn't have dyslexic training to identify this condition. When she hit year 7 the SENCO at her primary school, had training and was successful in identifying possible Dyslexia in children.

She invited me back to primary school to check to see if she was dyslexic or not. She came out highly likely dyslexic. So I had some evidence now to approach her secondary school for help. They agreed, and had her tested again, the school agreed to the diagnosis and put things in place for support. I have surprisingly been working as a support teacher for the past 16years. I really never thought I would be back in a school working. It has been extremely hard for me to achieve the confidence I needed to try and become a good support teacher, and to feel proud.

Achieving targets

So over the years and teaching myself on the job and with the amazing support from all the school staff, I feel I'm almost there. It took me some time to come clean to myself let alone other people finding out. In staff insets, I would never volunteer to write in a brainstorm activity. In fact I was terrified of being asked anything or write anything in front of others. I felt a fake, but I always seemed to achieve my targets with lots of hard work.

Recently I felt confident enough to tell the staff of what I always felt as an affliction. I'm now using it to my advantage in teaching. I felt a great weight lifted, by sharing something I felt extremely embarrassed by.

It's not just reading and writing struggles

There have been many other things I have struggled with in life and through recent research, I've recognized it controls our logic at times. Just general everyday things become massive chores.

I'm very disorganized and never know where to put things at times, so I leave things lying around, creating untidy rooms. I never thought I had enough time to tidy at home all the time, and work all day. It got on top of me at times. This is a symptom of dyslexia. The saying a tidy house, is a tidy mind. So true. Reasoning when arguing is very hard, I find it difficult explaining myself under

pressure. Sometimes I even forget my point of view and just want to walk away, leaving the other as frustrated as I am, resolves nothing. This is something that has taken me up until now, to recognise and digest.

There are many more explanations for the way I have felt over the years, I have recognised. My partner has recognized this in me for many years, trying to help me become more organized. He recognised my problems with dyslexia as being within his family. I would go on the defensive, which in turn causes stress and anxiety, while resolved nothing. I had to find out for myself if my thinking was linked to dyslexia.

Understanding myself

My realization all came from research, and it feels great to finally start to understand myself. I'm sure there is some way to go, before I can completely understand myself but at least now, I have something to reflect on. It is important for children to be diagnosed early and get the help they need to understand themselves. As I found out, it is different for us all. I sincerely thank my partner for the patience in putting me on the road to finally understanding myself, I just wish it had not taken me so long. I've only just come to terms with it myself.

The one thing I would like the world to know about dyslexia –

Early diagnosis is crucial for a child to understand why they think differently, they need understanding and time to explain themselves. When you feel nobody is listening to you, you feel like nobody cares.



[Dyslexia News - Ep15 | Dyslexia & Mental Health Support | Dyslexia & Me Campaign - YouTube](#)

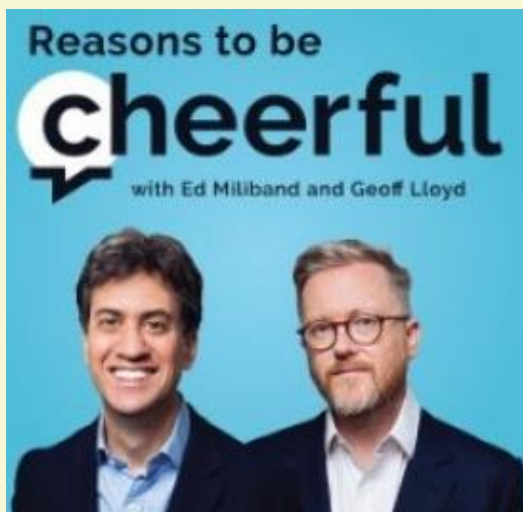
Dyslexia & Me is a new global campaign from Succeed With Dyslexia where we'll be exploring the narratives of dyslexic people when it comes to mental health, and taking a look at just what mental health support means to the global dyslexia community in 2022.

A large amount of the current conversation surrounding dyslexia focuses on economic, educational and societal futures, and how best to support the physical aspects of reading with assistive technology and reading aids.

Dyslexia & Me aims to underpin those vital support methodologies by fostering a better understanding of the mental health needs of a diverse and growing community too.

View interviews available at [Dyslexia & Me | Succeed With Dyslexia](#)

Follow us on [social media](#) to see how you can get involved and add your voice to the conversation.



Reasons to be Cheerful with Ed Miliband and Geoff Lloyd

Brain Power: Disentangling the narratives around dyslexia

If you have the opportunity, please take the time to listen to the Reasons to be Cheerful latest podcast on dyslexia and dyscalculia and how we need to improve recognition in society and understand the contribution people with neurodiversity can make.

The podcast is hosted by Former Labour Party leader Ed Miliband, and Sony Award-winning radio host Geoff Lloyd and, as well as Andy, features Kate Griggs from Made by Dyslexia and Rob Jennings from the Dyscalculia Network.

[Find out more and listen here.](#)

And finally . . .



You could raise BIG donations for Wiltshire Dyslexia Association when you use #easyfundraising to purchase insurance, your broadband & TV, upgrade your mobile phone, invest in your future with ISAs or book your next trip.

Booking.com, Money Supermarket, SKY TV & Broadband, Carphone Warehouse, Scottish Friendly and many more will donate to us for FREE!

Please support Wiltshire Dyslexia Association on #easyfundraising, you'll raise FREE donations for us with your everyday shopping.

Plus, register before the end of the month and we could win an extra £200 donation!

Sign up now: https://www.easyfundraising.org.uk/support-a-good-cause/step-1/?invite=0XRQZC&char=228197&referral-campaign=c2s&utm_source=bssuharebox

“Dyslexia is what it is.
Not positive, not negative
Not a blessing, or a curse
Dyslexia is another example
of
Diversity.”

-Tiffany James, author
of “What I Need”



Many people still refer to dyslexia as a 'silent' disability and this is baffling to me. All you have to do is listen to them read and take a look at their writing and it is screaming, 'Here I am!' Dyslexia is silent and invisible only to those who are truly not paying attention.

-Dr. Kelli Sandman-Hurley



Caroline Fowke

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



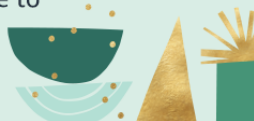
[Wiltshire Dyslexia Association](#)



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