

**Rest in peace, and may your legacy endure**

*"It's worth remembering that it is often the small steps, not the giant leaps, that bring about the most lasting change."*

Her Majesty The Queen



LOUISE SELBY  
DYSLEXIA SPECIALIST

There have been so many quotes on social media and here I share one posted by Louise Selby (a dyslexia specialist) who said:

"I've been listening and pondering since we heard the news. Of all the quotes I have read, this one moves me the most. There are very few quick fixes in life and in learning, as I have learned over my years of working in SEND education, but this remarkable woman has shown us the power of endurance and perseverance until the end."

**Neurodiversity - why caring too much hurts and how we can help each other at this time**

Published 11 September by Prof Amanda Kirby

At this very, very sad time with the death of our Queen this week, I have been having many conversations with people who are feeling a huge sense of loss. We are facing a new era and this means there is uncertainty as the Queen has been a stable and ever-present influence in many of our lives.

We need to understand that seeing grief in others can also re-trigger losses in our own lives too. People start to want to tell their own stories. For some of us, this can be overwhelming.

For this reason, I am writing this additional newsletter that I hope will be of some help. [Kubler-Ross grief cycle](#) can explain some of our feelings at times like this. However, it is important to note that the cycle is not always seen that it happens in a step-wise order.



Change can be very difficult for some people to manage as well. The unpredictability of a new monarch can make us reflect on the future. Even practical changes in work that are going to happen in the next week or because of the Queen's funeral may also be challenging for some of us. A Bank Holiday has suddenly arisen. How do we react? What should we do that day? How do we show respect for a life long-lived or is it OK to have a day with our friends and family and raise a glass or two to the Queen?

The challenge can also come when we care too much. I am an excessive carer (if that is a thing!) and I know that when I worry about the world or hear a person I don't know on the TV and have never met it can make me feel sad and anxious. I need to protect myself to some degree so I don't become overwhelmed.

## Why do we care?

Empathy is defined as an emotional or cognitive response to another's emotional state (Baron-Cohen & Wheelwright, 2004). Empathy is also assisted by other general cognitive abilities such as executive functions (our ability to plan, organize, and manage our emotions), and is shaped by social and cultural contexts (Norman, Berntson, & Cacioppo, 2012).

Empathy has been divided into **affective** and **cognitive** components (Singer, 2006).

**Affective empathy:** This is the capacity for an individual to understand someone else's feelings and emotions by sharing these through observation or imagination of the experience (Singer & Lamm, 2009). This kind of empathy creates compassionate actions (Baron-Cohen & Wheelwright, 2004). It is a feeling of wanting to help and do something about the feelings.

**Cognitive empathy:** This is the understanding of what someone else's emotions may be, without being emotionally involved (Shamay-Tsoory, Aharon-Peretz, & Perry, 2009). Cognitive empathy also entails the ability to predict another's behaviour or mental state (Dennett, 1987). The cognitive component is attributed to applying a "theory of mind" (Baron-Cohen & Wheelwright, 2004). This is sometimes called 'perspective' taking.

Cognitive empathy has been to activate areas in the prefrontal cortex involved in language and processing of semantic content i.e. it is making meaning from the emotions being felt.

Cognitive empathy requires executive functioning (EF) skills, especially in decision-making (whether to act or not on the emotional situation being witnessed). It provides the means to see where that person sits within the situation. For more information about EF [see my other newsletter](#). EF challenges have been reported to be more common in those with neurodivergent traits such as ADHD, Autism Spectrum Disorder/Conditions (ASC) Dyslexia, and Developmental Coordination Disorder (DCD/Dyspraxia).

For some having executive functioning challenges across domains and high levels of empathy driving anxiety may result in making decision-making harder to do. This may mean you can feel overwhelmed by everything that is going on at the moment.

Some people have better or worse executive functioning skills, and this may be crucial in our ability to conceptualize the importance of what is happening at the moment.

Empathy is considered essential for navigating meaningful social interactions and may be positively associated with prosocial behaviour. Feelings of empathy allow the person to execute positive social actions and predict responsiveness to others' needs, especially to those in close relationships and in times of stress (Batson, 2011).

Doctors typically have high emotional empathy but also have high cognitive empathy so they can have a bedside manner but remain able to make appropriate decisions when required. As a doctor, I need to care but remain rational as well.

### Can we have too much empathy?

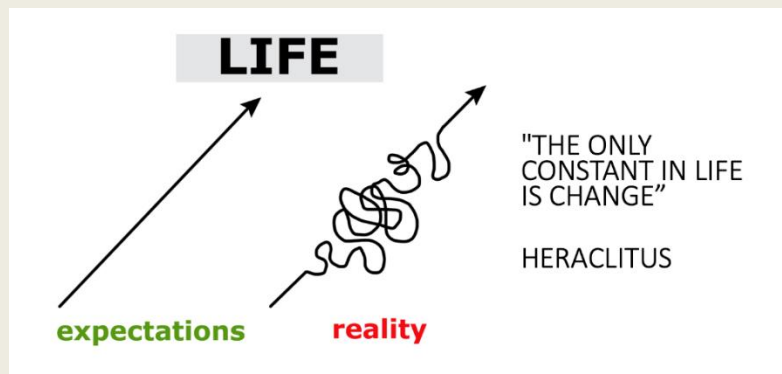
While we respect people who are caring, Tone and Tulley (2014) described the challenges when you have excess empathic tendencies and how this can actually be “risky strengths”. They suggested that excessive empathy can lead to “empathic personal distress and excessive interpersonal guilt.” This may indicate there may be a connection between excessive caring responses and increased risks of feelings of anxiety and in turn, this may make you feel distressed.



Someone with high emotional empathy and lower cognitive empathy may result in feelings being overwhelmed and lack the skills to take a perspective of what is under your personal control. This can result in driving up anxiety levels.

Feelings of (dis)stress are complex and are not ever about one thing or one action but often relate to a number of different elements flowing into your ‘bucket’.

Change in your own life + Change beyond your control may make you feel even more anxious. I remember at the start of Covid-19 having high levels of anxiety because of the uncertainty and not being able to be in control.



### How can you help as a leader, manager, and/or individual

Use **EACH** as a framework for action

- **Empower (+Empathy)**- means converting a situation where communication is blocked by one or more factors like grief, or fear into a situation where communicators are free from any blockade and are able to transfer thoughts freely without any hesitation. **Listen and empower others to share their thoughts and ideas.**
- **Accountability (+Adaptability)**-is about holding yourself and others responsible for inclusive communication. **Check understanding and don't assume.**
- **Courage (+ Compassion)**- Be aware some people may be at greater risk of mental health challenges and may need more support to cope with the changes in work, for example, that may need to happen this next week.
- **Humility (+ Humour)** - is taking the opportunity to reflect and think about how we can learn, understand, and accept our differences. We can also laugh. It is OK to do so!

See article link for references and useful references if you are concerned about someone and in light of it being World Suicide Day recently.



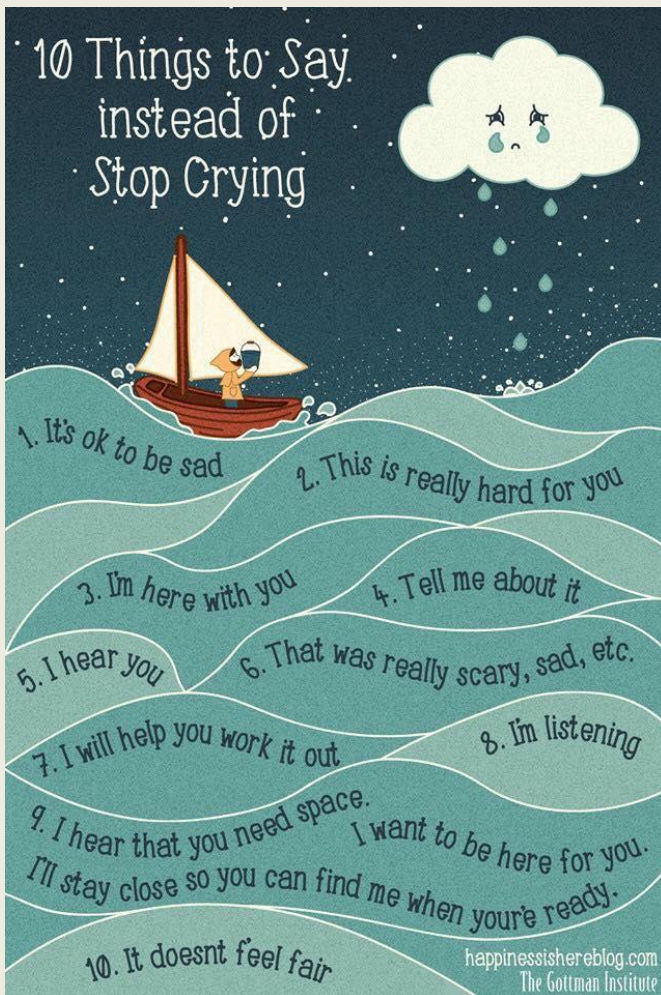
# How to talk to children about the death of the Queen

## The SEN Resources Blog

Really useful link by [Winston's Wish - giving hope to grieving children](https://www.winstonswish.org/talk-to-children-about.../)

<https://www.winstonswish.org/talk-to-children-about.../>

The death of a prominent figure, like the Queen, can significantly affect children, as well as adults. This could be their first experience of death and they don't really understand it or maybe they have been bereaved and this brings up those difficult feelings again.



Remembering Britain's longest-reigning monarch:  
**Her Majesty the Queen**

twinkl

[FREE Adult Guidance: Talking About Upsetting News with Your Child \(Ages 2 - 7\)](#)

[Adult Guidance: Talking About Upsetting News with Your Child \(Ages 7 - 11\)](#)

[The Queen Daily 1926-2022 News Story \(ages 7-9\)](#)

[The Queen 1926-2022 Daily NewsRoom Pack \(ages 7-11\)](#)

[\\* New \\* Sharing Our Feelings about Her Majesty Queen Elizabeth II EYFS Discussion Cards](#)

[\\* New \\* Remembering Queen Elizabeth: Remembrance Candle Template](#)

[\\* New \\* Saying Goodbye to The Queen KS1 Activity Pack](#)

[Download Now Save this to my Google Drive™ Load G-Drive™ \\* New \\* Saying Goodbye to The Queen KS2 Activity Pack](#)



## An Update from Wiltshire Council's SEND Service on Wiltshire's new SEND Support Plan Template

A SEND Support Plan is a document that can be used for children and young people with identified SEND, to plan outcome-focussed and person-centred support, concentrating on individual needs and priorities. In Wiltshire, these plans have been known and referred to by many people as 'My Support Plans'.

A SEND Support Plan has information about the child's needs and the support they are getting and should be written and reviewed in partnership with the parent carer and young person. It reflects the four-stage cycle of 'Assess, Plan, Do, Review' and can help co-ordinate support if there are several professionals or services involved.

SEND Support Plans should be used for children and young people who are at the SEND Support stage of the SEND Code of Practice, within their current educational setting. It is not a statutory document, and some schools and settings may choose to use their own template and approach to this level of support.

As part of Wiltshire Council's consultation on SEND improvements, we received significant feedback from parent and carers, educational settings and other professionals that the old style 'My Support Plan' needed updating, making it more person-centred and user friendly for all.

In response to this feedback, SEND Services have been working with a group of SENCOs from a variety of education settings to design a new SEND Support Plan template, replacing the current 'My Support Plan'. The working group produced a draft copy that was then tested and reviewed in schools and settings. Parents and carers also gave feedback as part of this process in school.

A reviewed SEND Support Plan or equivalent document is required as part of the evidence submitted by the educational setting, when requesting that the local authority carries out a statutory EHC Needs Assessment.

You can read more about the SEND Support Plan and view the template, on the [Wiltshire SEND Local Offer webpages](#).

**Please Note**, when you click on this Education Health and Care Needs Assessment link, you then need to scroll down the page to find the 'SEND Support Plan' information.



The British Dyslexia Association  
Music Committee has a new email address:  
[info@musicdyslexia-spld.co.uk](mailto:info@musicdyslexia-spld.co.uk)





## Welcome to Dyslexia News - where we deliver everything you need to know from the dyslexia community.

In this episode, we'll be discussing why the labelling of dyslexia is important, and what this means in the context of assessment, diagnosis, and moving forward into a better supported future. We'll also learn more about what assistive technology is out there, and how we can utilise it for the empowerment of neurodiverse individuals.

<https://okt.to/t5Yx1u>

In this episode at <https://okt.to/t5Yx1u>:

- [00:19](#) - [01:34](#) | Episode Premise
- [01:34](#) - [07:53](#) | Caroline Smith
- [07:53](#) - [13:08](#) | Liz Loly
- [13:08](#) - [17:24](#) | Lorraine Petersen OBE
- [17:24](#) - [22:23](#) | Quin Chandler of Scanning Pens
- [22:23](#) - [23:19](#) | What's Next with Succeed With Dyslexia?
- [23:19](#) - [24:28](#) | [#GoRedForDyslexia](#) Teaser

Caroline Smith | Full Interview: <https://www.youtube.com/watch?v=QWKJg...>

Liz Loly | Full Interview: <https://www.youtube.com/watch?v=FYmhy...>

Lorraine Petersen OBE | Full Interview: <https://www.youtube.com/watch?v=kuD7q...>

Quin Chandler | Full Interview: <https://www.youtube.com/watch?v=H5Bg7...>

[#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...>

☆ Website : <https://www.succeedwithdyslexia.org/>



## NEW: National Design Challenge

Promote big thinking and innovation by signing your students up for our design challenge! Open to UK students aged 9-14, this competition will aim to provide solutions for the United Nations' SDGs.

[Sign up now!](#)



### Made By Dyslexia

While workplaces are switching on to the enormous advantages of [#DyslexicThinking](#), schools are still lagging behind in how to spot & support the very skills that will equip our kids for the jobs of tomorrow.

Watch Kate explain the 3 reasons why everyone will need to think like a dyslexic in her interview with TES below.

And to help us understand how dyslexia is supported in YOUR child's school, please take part in our 3 min survey 🙏 <https://www.surveymonkey.com/r/DyslexiaInSchoolsSurvey>

It's the largest global survey into Dyslexic Thinking in schools ever undertaken.



## Future Events

***"I found this a fantastic resource for those pupils of mine that just didn't get phonics"***

*"A first class research and curriculum based intervention which adopts morphology - great for learners aged 9 - 13 and a great tool to add to your school's toolbox."*



# Join Us Live Webinar

September 22nd 2022  
7.30 to 8.30

**MORPH MASTERY -**  
**A MORPHOLOGICAL INTERVENTION** For reading, spelling and language development

A talk by Louise Selby

Register for Zoom Code at

[hampshiredyslexiaassociation@gmail.com](mailto:hampshiredyslexiaassociation@gmail.com)

Hampshire Dyslexia Association

Helpline: [hantsda.helpline@gmail.com](mailto:hantsda.helpline@gmail.com)

Website: <http://hantsda.org.uk/>

Email: [HampshireDyslexiaAssociation@gmail.com](mailto:HampshireDyslexiaAssociation@gmail.com)

Facebook: <https://www.facebook.com/hantsda/>





Garth Hill College, Bracknell.

Our community focussed event aims to raise dyslexia awareness, providing a support hub for families, teachers and those in the workplace. Packed with a range of fun family activities, information, resources and workshops.

Our Helpline Support Team will be available throughout the day to answer any questions. Whether you need support from your school/workplace or perhaps you are keen to learn coping strategies, our team will be on hand to help.

There will be a variety of free workshops, which you can attend at your own leisure and an opportunity to win a scanning pen and other amazing prizes in our raffle, with all donations being used to continue our charitable work.

Refreshments will be available, along with children's activities, games and face painting.

Entry is £5 for adults, children go free.

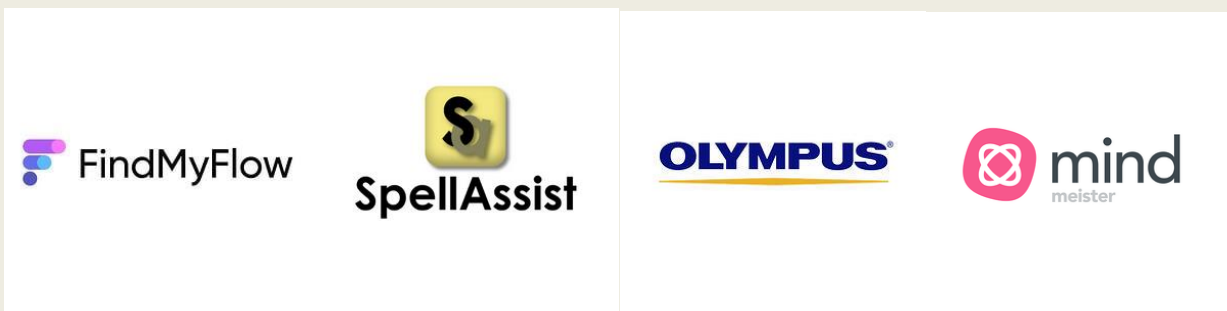
**[Tickets on sale now](#)**



## Aventido Lightning Webinar II

They say that lightning never strikes in the same place twice but that's not true when we're talking about Aventido's lightning webinars! In August we brought to you our first Aventido Lightning webinar and we demonstrated [OrCam](#), [TextAid](#), [Pro-Study](#) and [Lightkey](#) in just 40 minutes.

This time we have four more products to demonstrate to you. On **Tuesday 27th September at 9am** our product specialists will do four 10 minute sessions on the following products:



The aim of this webinar is to show the main benefits of four AT products in just 40 minutes because we know you're short on time but want to keep up to date with all assistive technology.

Click on the link below to register for the Aventido Lightning webinar.

### [Webinar Registration - Zoom](#)

If you would like a more detailed demonstration of any of our products or have any questions, please get in touch [info@aventido.com](mailto:info@aventido.com)

[Breaking down Barriers Masterclass supported by Succeed with Dyslexia Tickets, Fri 30 Sep 2022 at 10:00 | Eventbrite](#)

In this Masterclass we will be exploring the theme of Dyslexia Awareness Week and finding out ways to break down barriers in schools, for adults and how to navigate a way to succeed with dyslexia.

For the 10% of the population with an SpLD there are many barriers needed to overcome to achieve success with dyslexia.



**POSITIVE DYSLEXIA**  
Breaking down Barriers Masterclass

Dr Sarah White | Fintan O Regan | Dr Sarah Gillie

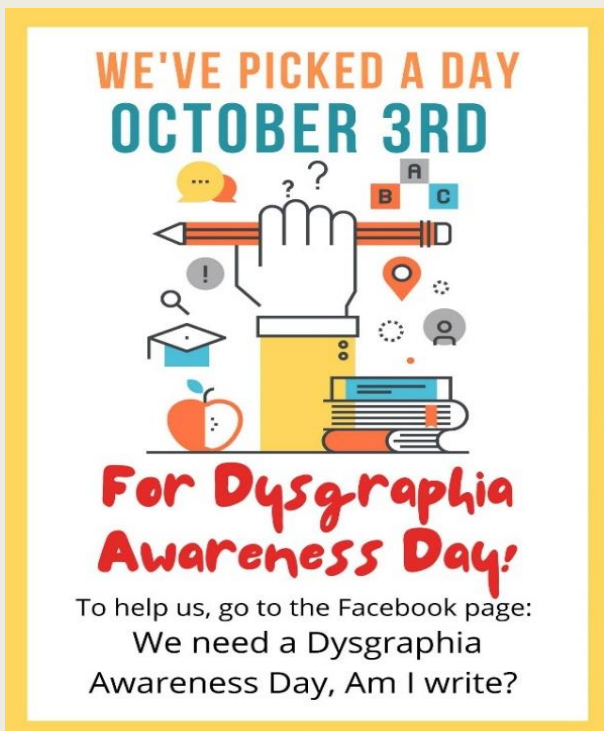
30 September 2022 | 9:45 - 4.15 (also recorded)

Register Now At: 

Supported by Succeed with Dyslexia |  Julia Clouter |  Dr Helen Ross

Plus Aimee Cave

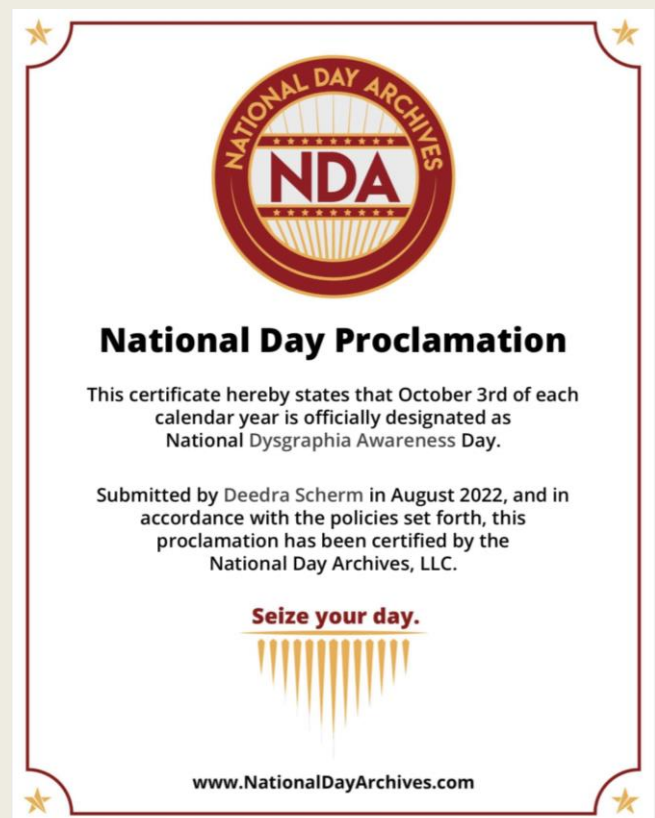
07720775160 | www.positivedyslexia.co.uk



**WE'VE PICKED A DAY**  
**OCTOBER 3RD**

**For Dysgraphia Awareness Day!**

To help us, go to the Facebook page:  
We need a Dysgraphia Awareness Day, Am I write?



**NATIONAL DAY ARCHIVES**  
**NDA**

**National Day Proclamation**

This certificate hereby states that October 3rd of each calendar year is officially designated as National Dysgraphia Awareness Day.

Submitted by Deedra Scherm in August 2022, and in accordance with the policies set forth, this proclamation has been certified by the National Day Archives, LLC.

**Seize your day.**

[www.NationalDayArchives.com](http://www.NationalDayArchives.com)

**Deedra Lindsey Scherm**

It's OFFICIALLY in the books! Yay 😊

Dysgraphia Awareness Day on October 3rd!! 🎉

Join us at [www.facebook.com/groups/dysgraphiaawareness](https://www.facebook.com/groups/dysgraphiaawareness) to get all the updates on our amazing speakers and ways to help support the day! Blog and more at [www.turnwritearound.com](http://www.turnwritearound.com)

Thanks to everyone who has been a part of making this day official! ❤️

Together we can make a difference! [#dysgraphiaawareness](https://twitter.com/dysgraphiaawareness) [#letsdothis](https://twitter.com/letsdothis) [#turnwritearound](https://twitter.com/turnwritearound)



## [Dyslexia Awareness Week 2022 \(helenarkell.org.uk\)](https://helenarkell.org.uk)

Dyslexia Awareness Week is an opportunity to build understanding of dyslexia, highlighting both the strengths and challenges it may bring. We'd love you to join our events during the week or why not get involved at home, school or work.

### [A Big Bowl of Self-Esteem – practical strategies to improve self-esteem in learners with Specific Learning Difficulties](#)

**Free Webinar with Claire Harvey** – Head of Education.

**Monday 3 October**, 19:00 – 20:00 hours.

Find out more and book your free place [here](#).



### [OnDemand: Introduction to the JCQ Changes 2022/23: FREE Live webinar jointly presented by Patoss and Communicate-ed \(patoss-dyslexia.org\)](https://patoss-dyslexia.org)

Presenters – [Caroline Read](#), [Lia Castiglione](#) and [Liz Horobin](#)

This year, Patoss is again running a free webinar together with Communicate-ed to introduce the changes to the JCQ Regulations regarding Access Arrangements.

This webinar will introduce the changes for 2022/2023 to the following JCQ documents: Access Arrangements and Reasonable Adjustments (AARA) and Form 8

The JCQ make it easy to spot the changes each year by highlighting the major modifications in yellow in the access arrangements document. However, colleagues have expressed interest in a webinar simply covering the changes, so this is it.

The 'Introduction to the JCQ Changes 2022/23' webinar is ideally accessed before attending a more in depth course refreshing your knowledge of the regulations more completely.

Delegates are not sent a link to this course but will have direct access to the event in the **'My Online Courses'** section of their Patoss account for two weeks from the payment date. The recording can be watched as any times as the delegate likes during that period and can be paused, stopped and restarted. Please allow a few minutes for it to appear or refresh the page if necessary.

Although this is a free webinar, the whole booking process must be completed. Once the webinar is in your basket, proceed to payment and select 'Pay Online' and 'Pay Now'. You will not be asked for card details, but by simply clicking on this option the transaction will be completed and the course will go into the My Online Courses section of your account.

Delegates will be able to download handouts within the course and print off to have with them while watching the recordings. Click link in title above to register.



Our [#DyslexiaAwarenessWeek](#) online **FREE webinar** revisits 'Supporting Spelling and Times Tables' giving you lots of practical, useful and effective strategies which can make learning, not only easier but hopefully fun too. Book today: <https://bit.ly/3BjH2MF>

Covering the following topics and a Q&A with our experts.

- Understand why learning spellings and times tables can be hard for those with and without Dyslexia
- How to make spellings and times tables fun
- Techniques to help with spelling rules
- Approaches for tackling the spelling of a variety of words
- How to use number patterns
- Tips to help memory
- Useful ideas and methods

**Book your free place today:** <https://bit.ly/3BjH2MF>



**FREE online webinar** - ideal for any professional involved in providing learning support to those with dyslexia in all educational settings.

Specialist teachers, Linda and Anna will share their professional experience and expertise to provide you with a range of activities, resources, tips and techniques to create a dyslexia friendly learning environment in the classroom.

The webinar will conclude with a live Q and A session.

**Book your free place today:** <https://bit.ly/3U73Fwp>



## October is Dyslexia Awareness Month



Would you like to find out more about dyslexia in Wiltshire and the support available?

Come along to a  
**FREE Dyslexia Awareness Drop-In Event**

**Wednesday 12<sup>th</sup> October 2022**  
**2 – 5 pm**

County Hall, Bythesea Road, Trowbridge. BA14 8JN

### Find out about:

- Wiltshire's Dyslexia Friendly Schools
- Support and advice for families - where to go for help
- The work of Wiltshire Specialist SEN Service (SSENS)
- Dyslexia books and resources available to borrow

Look at resources on display.

Short taster presentations by a range of organisations.

Talk to experts - including assistive technology specialists.

**FREE, but if possible please register to attend at:**

<https://www.eventbrite.com/e/dyslexia-awareness-event-tickets-415276803097>

### Supporters include:



Inspiration<sup>®</sup>



scanningpens



Wiltshire Council



## **Online courses for August - December 2022**

The CALL team are looking forward to delivering our Professional Learning online courses starting on 8th September with a new course primarily aimed at parents but entirely suitable for teachers, Pupil Support Assistants and anyone supporting a child or young person with literacy difficulties.

## **Free online learning modules**

CALL has developed a series of free professional learning modules for you to study at your leisure. The focus of each module is how technology can help learners with additional support needs, for example, pupils who experience literacy difficulties arising from dyslexia.

## **Use Mark Up in the Photos App to draw, add text, doodle and even tell a story**

Mark Up provides a variety of annotation features such as drawing tools, adding text, speech bubbles, shapes and more – great for expressing ideas, telling stories and to help develop creative skills. There's even a 'Magnifier' to magnify or enhance parts of a photo.

## **Online Learning opportunity for parents**

During lockdown we were inundated with phone calls and emails from parents and family members who were trying to support young people with Additional Support Needs to access their education online. On the back of signposting parents and family members to all our website resources, doing demonstrations online of assistive software and apps, discussing the merits of using technology in Teams meetings we decided to design one of our Professional Learning courses specifically for parents.

## **Five Simple Assistive Technology Ideas**

Here in Scotland, learners returned to their classrooms this week and last. There's some great stuff to be spotted via social media; teaching ideas and resources from simple assistive technology solutions to AAC resources for learners. So here are five nifty things for your information and inspiration!

### Message from: **#succeedwithdyslexia**

We are so excited to share with you the news about our new Workplace Services Department!

**Find out more?** Please see the link here to find out more:

<https://www.succeedwithdyslexia.org/dyslexia-workplace-services/>

- We can offer bitesize sessions through to full day sessions and can even create something bespoke for your team.
- Our work is based on over 15 years of tried and tested wisdom and experience, we would be proud to share our expertise and insights with your organisation.

**Please do get in touch** for a chat about how we can work together:

[training@succeedwithdyslexia.org](mailto:training@succeedwithdyslexia.org)

### **Want to get involved in our Go Red Campaign?**

October is Dyslexia Awareness month – a perfect time to book training and to get involved!

Find out more here: <https://www.goredfordyslexia.org/>

Best Wishes Donna Stevenson and SWD Training Team

### **Read their blog at:**

## **Why Workplace Dyslexia Training is So Important | Succeed With Dyslexia**

We're entering into a new era of working: not only do many of us have more say on where we work and how we do it, we're also seeing many more different groups of people come into our teams so that they're more diverse, more representative and stronger at every level. This is fantastic news for neurodivergent people, who have for a long time perhaps found it more difficult than neurotypical colleagues to get into the roles they love – but we're also seeing a gap begin to emerge when it comes to supporting neurodivergent workers long-term.

Read on using link in title above.



## Accessibility for inclusive classrooms

To help you make your school even more inclusive, we've put together some useful information and suggestions on how you can enhance the accessibility of your classrooms. Assistive technology can be of particular help to children and young people who are visually impaired, dyslexic or have other print impairments.

[Read 'Accessibility for Inclusive Classrooms' blog >](#)

### Assistive Technology

Find out how to make use of technology to enable your students to read and learn independently, in ways that suit their vision or their learning style. Students with visual impairments and students with dyslexia or other neurodiverse conditions can really benefit from tech to help them learn.

[Dolphin Tech for Education >](#)

### Webinars for Educators

Teaching and support staff can learn all about assistive technology and its benefits in Dolphin's short webinars. These fit into your day, and show you how easy it is to use assistive tech in class, to benefits learning and build students' independence.

[View Webinar Calendar >](#)

Please forward this information to your colleagues and encourage discussions around building inclusive classrooms for your students with visual impairments, dyslexia and other neurodiverse conditions. The Dolphin team is here to help you with advice, technology and guidance wherever you need it.

Call us on **01905 754 577** or email [info@YourDolphin.com](mailto:info@YourDolphin.com)



**Dyslexia in Wiltshire 2022**  
Information for young people,  
schools, parents and carers  
Wiltshire Specialist SEN  
Service (SSENS)  
Wiltshire Council

### [Dyslexia in Wiltshire 2022](#)

This is the newly updated leaflet for young people, parent carers and schools produced by the Wiltshire Council SSENS team.

## Is the new school year causing your child anxiety and stress?

Starting a new school year, or joining a new school, can be an exciting time for children and parents alike. But it can also bring anxieties and stresses. Our Fledglings shop is here to help. We've created a new [starter kit](#) for children starting school who need some sensory support.

The sensory kit contains a selection of fidget toys, plus this [chewbuddy](#) and a [portable mini timetable](#) to help them visualise their day. The kit also comes with a [blue backpack](#), [green backpack](#), or you can get it [without a backpack](#).

We're also offering [10% off selected sensory school wear](#) – including shirts, trousers and seamless socks that reduce the sensory discomfort traditional uniforms can cause. Shop our full [back to school collection](#).

## What is our information and advice service?

Our information and advice service includes our [online information](#), [helpline](#), [printable parent guides](#)\* and [social media channels](#).

This year, we've also launched [our new Charlie the chatbot service](#) on our website and our Facebook page.

\* Parent guides include:

[extra help in education for 19-25-year-olds.pdf \(contact.org.uk\)](#) factsheet for parents/carers of young people with special educational needs aged between 19-25 in England. It describes the education options available for your son or daughter, and their right to extra help.

More available at: [Resource hub | Contact](#)



The voice of nursing are featuring a great web page dedicated to looking at adjustments, strategies and resources that can assist healthcare professionals with dyslexia.

Find out more at [Dyslexia | Neurodiverse RCN | Peer Support Service | Royal College of Nursing](#)



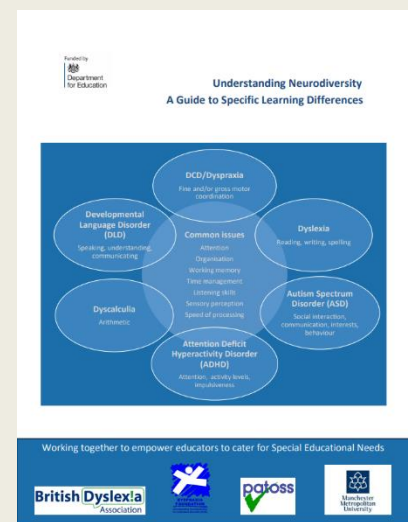
## [Teaching for Neurodiversity Events at Patoss \(patoss-dyslexia.org\)](http://patoss-dyslexia.org)

This project, was produced with partners Patoss, Helen Arkell, BDA and Dyslexia Action developed resources and delivered a series of **Train the Trainer: Teaching for Neurodiversity events** at venues around England. These training sessions are now available as webinars which can be accessed from our [Train the Trainer: Teaching for Neurodiversity Webinars](#) page of this website. All the resources mentioned in the webinars can be downloaded at

[Teaching for Neurodiversity Events at Patoss \(patoss-dyslexia.org\)](http://patoss-dyslexia.org)

Downloads include:

[Teaching for Neurodiversity: A Guide to Specific Learning Difficulties \(pdf\)](#)



## [Affect or Effect: Simple Tricks for Getting It Right \(weareteachers.com\)](http://weareteachers.com)

Including a video which covers the exceptions to the rule too. Plus, funny monsters!



Our short online training courses have been designed by teachers and professionals in their chosen sectors. Whether this is dyslexia, dyspraxia, behaviour difficulties, to ongoing support for SENCOs.

[View Courses](#)



## Made By Dyslexia

Resources for Dyslexia Awareness Month:

In the year where [#DyslexicThinking](#) entered the dictionary for the first time and LinkedIn added it as a skill to their platform, we are celebrating the limitless power of Dyslexic Thinking.

### Download our free, handy resources:

School assembly packs

Posters & factsheets for workplaces or classrooms

A keynote presentation from Kate – perfect for inset days, staff meetings or to kick off your Dyslexia Awareness Month in the workplace.

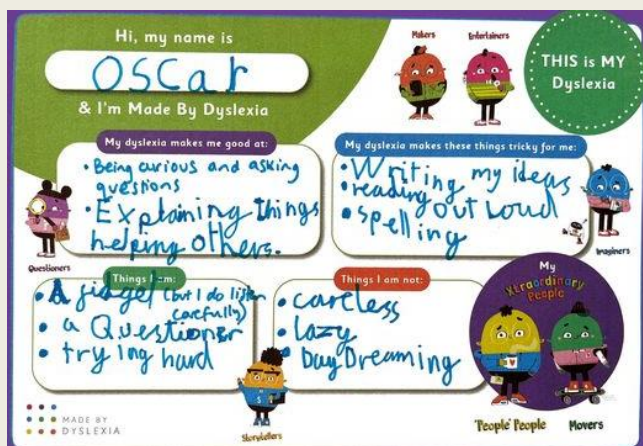
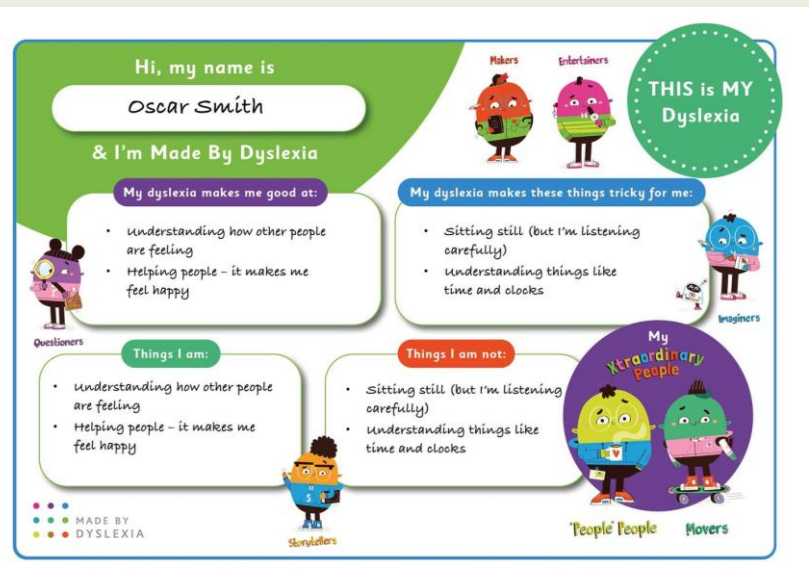
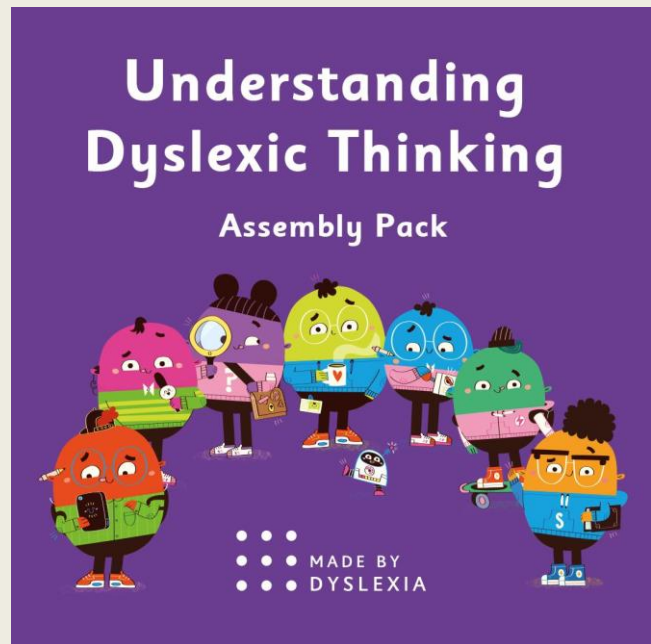
<https://www.madebydyslexia.org/resources/>

After a whole summer of doing the things we love, going [#BackToSchool](#) can make us feel worried or anxious.

But there are lots of ways to get set using the free resources on our website – including the **"My Dyslexia Passport"**, which lets you share your brilliant dyslexic strengths with your new teacher – and point out challenges you might need their extra help with.

Find it here:

<https://bit.ly/3AHD5C3>







**JOIN THE DOTS**  
Empowering Dyslexic Thinking in every workplace

MADE BY  
DYSLEXIA

A free workplace guide perfect for managers:  
[Join-The-Dots-Workplace-Guide-1.pdf \(madebydyslexia.org\)](#)  
 and there's lots more info and downloadable assets on our website  
[Workplace – Made By Dyslexia](#)



[SEN Magazine Ltd](#)

The brand new issue of the UK's leading Special Educational Needs Magazine. Sept/Oct Issue 120

<https://lnkd.in/etwtu6nH>

Articles/Features in this issue:  
 SEND Green Paper consultation, Relaxed Performances, Early Years Speech and Language, Dyslexia, Dyspraxia, Adoption PSHE, plus SEN news, Point of View, Book reviews, CPD & Events and more...



**Wessex Community Action**  
Supporting Community and Voluntary Activity

**WE CAN HELP WITH**

- Information, Advice & Support in setting up new groups, projects, charities or social enterprises
- Trustee responsibilities & Good Governance
- Funding Advice
- Project Development & Business Planning
- Setting Effective Policies and Procedures
- Affordable Training & Development
- Promoting and Supporting Volunteers in Wiltshire
- Engaging with the Voluntary & Community Sector
- Creating Opportunities to form Partnerships & Collaborate
- Developing and Supporting Voluntary Sector Networking through forums

*For thriving communities where people belong and can take action on the things that matter to them*

UNIT 6, PAXTON BUSINESS CENTRE, WHITTLE ROAD, CHURCHFIELDS, SALISBURY, SP2 7YR  
REGISTERED CHARITY NO. 1019716

Please contact us on 01722 326822 or  
 email [communitydev@wessexcommunityaction.gov.uk](mailto:communitydev@wessexcommunityaction.gov.uk)



## Resources at Work for Dyslexia:

Surely, we can do more?

Author: Uzma Waseem, Business Psychologist at Genius Within CIC.

## [Resources — Birkbeck, University of London \(bbk.ac.uk\)](https://www.bbk.ac.uk)

This page features downloadable resource packs and best-practice guidance to help workplaces deliver effective support for neurodiverse individuals. We will be adding content regularly, so please check back for updates.

[A Diamond in the Rough? Or a universal design - one for all](#) (blog)

[Resources at Work for Dyslexia](#) (downloadable PDF)



## [August 2022 Newsletter.pdf](#)

### In the August issue:

- ✓ Last Chance Dyslexic Advantage Hardcover Crate Sale
- ✓ Dyslexia as an Exploratory and Evolutionary Advantage
- ✓ Tips for Back to School
- ✓ Beyond Reading Aloud
- ✓ High School Student Who Doesn't Want to Disclose
- ✓ Readers Who Don't Write
- ✓ Dyslexia News

### September Newsletter:

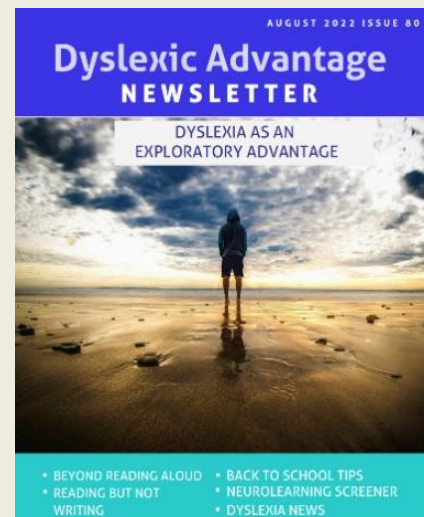
Can be printed and downloaded in PDF [HERE](#).

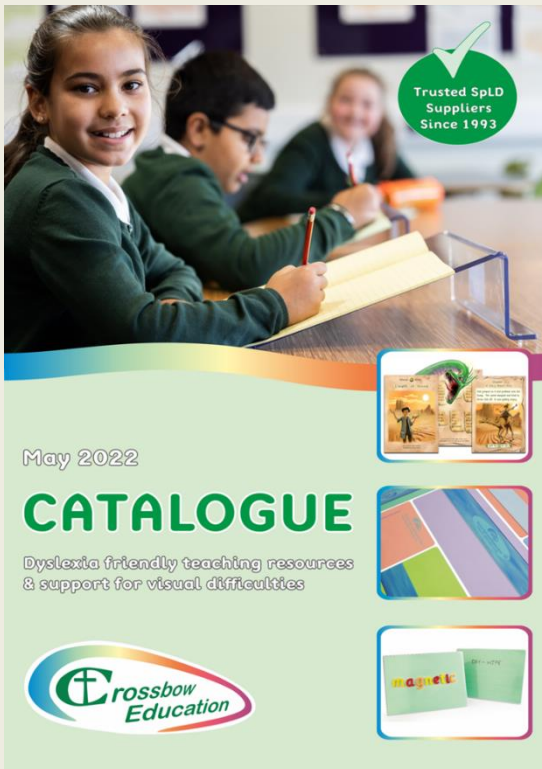
#### In this issue:

- ✓ Dyslexic Strengths in Times of Adversity
- ✓ Smoothing Sailing Into September
- ✓ Dyslexia Awareness – Go Red for Dyslexia
- ✓ Teach Exceptions
- ✓ Dyslexia News
- ✓ Dyslexia Screening

To read on our website (as well as see back issues):

<https://www.dyslexicadvantage.org/newsletter-archives/>





## Don't forget to grab your free copy of our SEN catalogue for the new school year

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

Crossbow Education's Catalogue for 2022, is full of resources, games and assessment tools for all SpLDs including: Dyslexia, Visual Stress (Irlen Syndrome), Dyspraxia, Dyscalculia and ADHD.

[Click here for downloadable version](#)

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



### [Dyslexia and assistive technology in schools - August 2022 - YouTube](#)

\*\*\*\*\*

[Leaflets | Dyslexia Scotland](#) - bitesize chunks of information for people with dyslexia and for changemakers in different settings:

[WhatIsDyslexia](#)

[ChecklistIndicators](#)

[AssessmentForAdults](#)

[DyslexiaFriendlyFormats](#)

[FamousPeople](#)

[VisualIssues](#) and [VisualIssuesFAQs](#)

[SelfEsteem](#)

[TipsForSpeakers](#)

[Exams](#)

[MindMapping](#)

[Neurodiversity](#)





## It's time for the parent bulk buy.

The time of year when we let parents band together to get bulk school pricing discounts, but on individual accounts to use at home.



Sign up to receive a discount code by email to get 25 - 60% off products!

Go to [Nessy.com](https://www.nessy.com) and click Science of Reading September, or go straight to the sign up link here: <https://www.nessy.com/.../back-to-learning-bulk-buy-event>



Go to [Nessy.com](https://www.nessy.com) and look for this logo.

Nessy supports teachers and parents.

Use these free educational materials to help you teach your students. These worksheets, flash cards, eBooks and teaching videos are here to support learning at home or at school.















Get these and loads of other free teaching materials at [Nessy.com](https://www.nessy.com) this September.

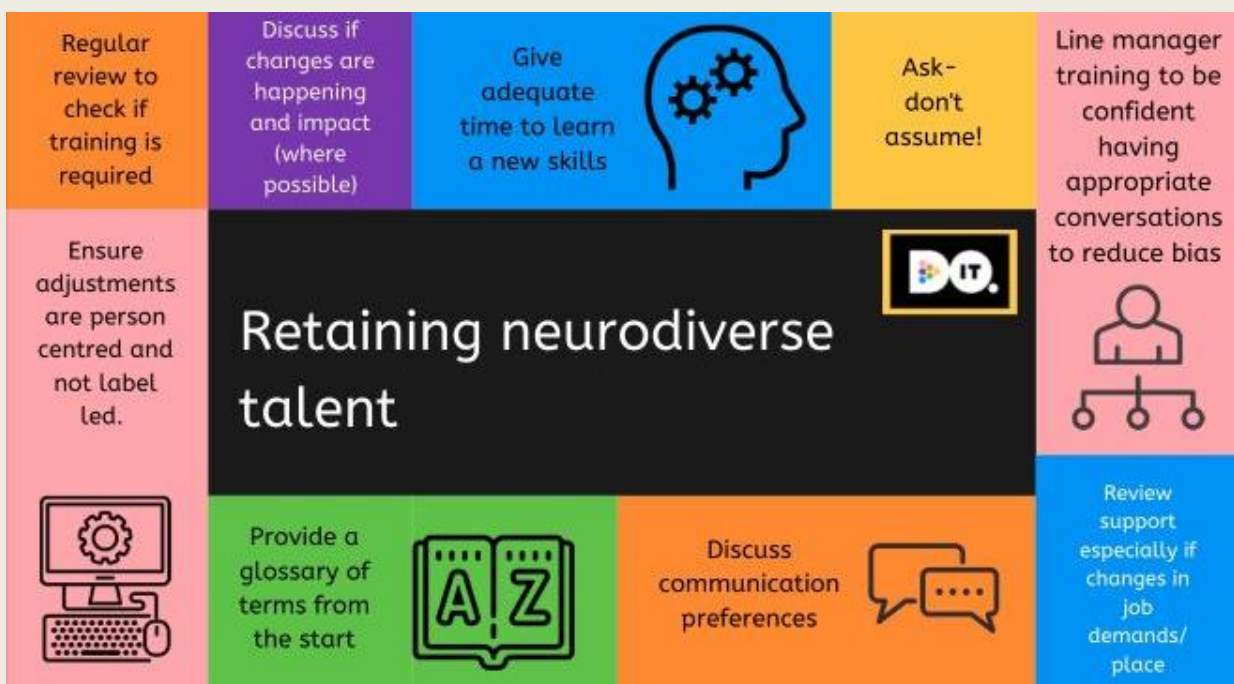






[Prof Amanda Kirby\(She/Her\) • CEO of DOIT Profiler, ND Campaigner, Award winning author, Parent of neurodivergent family, ND, Health Professional, Academic](#)

-  With global talent shortages we need to ensure we retain the neurodiverse talents we already have. Why would you not?
-  Make adjustments are person centred and not label-led.
-  Regular check ins can 'catch' challenges and allow small changes to be made.
-  If changes in person, place, tasks happen go through these changes in detail.
-  Give adequate time to learn, practice and embed new skills.
-  Ask and don't assume that someone knows what to do even if they have been in the workplace for a while.
-  Be an ally.
-  Discuss communication preferences for synchronous and asynchronous communication.
-  Ensure line managers have communication training to ensure there is good dialogue.
-  Avoid microaggressions - banter is never funny for the person receiving it.
-  Review progress regularly- check the task and environment.
-  Ensure that people have the same opportunity to progress.
-  Be aware that some people may also be carers as well as being neurodivergent themselves
-  What else?





[About neurodiversity content in LEANS | The University of Edinburgh](#)



**About the neurodiversity concepts in LEANS, and how we explain them for pupils and teachers.**

Neurodiversity will be a new concept and new set of vocabulary within many schools. The LEANS curriculum introduces neurodiversity concepts and explores how they impact primary school experiences. Importantly, LEANS shows how we can hold a positive attitude towards neurodiversity, while also recognising the challenges faced by many children in school.

**LEANS explains neurodiversity to pupils in the following way:**

Neurodiversity means that we are all different in how we think, feel, and learn, because our brains process information differently. Your whole class is diverse, not just in the way you look or what you enjoy doing, but also in the way your brains work and how you think, feel, and learn.

LEANS stresses how many different things the brain does—and thus why information-processing differences can have such profound effects across different domains. As one story character reflects, this is how her dyspraxia (DCD) diagnosis can affect her memory and her feet at the same time!

[Read more about why it's important to teach about neurodiversity in schools.](#)

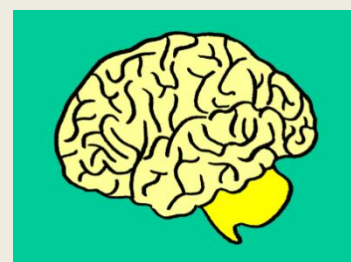
[Find more general neurodiversity resources on the Salvesen Mindroom Research Centre's website.](#)

To help explain neurodiversity and neurodivergence in the classroom, LEANS uses the metaphor of trees growing in a woodland. One group of trees is in the majority—this woodland is an environment that perfectly meets their needs for water, shade, etc. Other types of trees are growing there, but they are minorities, and this environment is less ideal for their needs. The metaphor makes clear that the less-common trees are having a **hard time growing** in the woodland. A willow tree is not inherently “better” or “worse” than a beech tree—they are only different, with different needs. It is important that when talking about neurodiversity and differences between people, that we don't end

up minimising the impact of those differences. We want to recognise the struggles some children face in school and so that's reflected in the woodland metaphor too.

### Three big things to know about neurodiversity content in LEANS

- 1 LEANS is a neurodiversity introduction.** We hope it will be only the start of your class exploring this topic. It's also not possible for one resource to cover every possible situation, or experience!
- 2 It is about neurodiversity within primary schools, rather than all of society.** Starting close to home helps keep this topic accessible and relevant for everyone.
- 3 The materials focus on lived experiences over diagnostic labels.** It doesn't give facts about a list of diagnoses. It stresses that neurodiversity includes everyone in the classroom, and that neurodivergent people may not have diagnoses.



Read more about what LEANS is—and isn't—on our resource overview page, and our FAQs page.

[LEANS resource pack overview](#)

[LEANS FAQ](#)

### LEANS neurodiversity content for teachers

**You do not need to be a neurodiversity expert to adopt LEANS in your class.**

Teachers delivering LEANS may have varying levels of neurodiversity experience when they get started with the programme, from beginner to expert!

The Teacher Handbook gives a neurodiversity topic introduction—not a full account of current thinking on neurodiversity. LEANS' content...

- Is meant to help you feel prepared to teach this topic at primary level.
- Explains how neurodiversity terms and concepts fit together with terms you may already know, like ASN, SEND, or ALN.
- Provides ready-to-use, child-friendly explanations of tricky ideas.
- Signposts possible ethics and safety issues around teaching neurodiversity.
- Suggests further neurodiversity reading, for those who want more detail.

Looking for more in-depth neurodiversity content right now? We suggest the **Salvesen Mindroom Research Centre's neurodiversity pages**. These cover a much wider set of topics than does LEANS, including neurodiversity as a social movement, healthcare, ableism, and workplaces.

[Read about neurodiversity on the Salvesen Mindroom Research Centre's website.](#)

This article was published on 9 June 2022

## **University guide for dyslexic students** **([thecompleteuniversityguide.co.uk](http://thecompleteuniversityguide.co.uk))**

Dyslexia shouldn't stop anyone from studying a degree. Our guide tells you what support is available and gives you top tips for starting university.

### **Going to university as a dyslexic student**

Although no two students with dyslexia are the same, it's understandable that after years of battling through school, some may feel worried or even apprehensive about starting university. This doesn't have to be the case.

There's plenty of help available, and with the right amount of support and hard work, dyslexic students can thrive at university.

By talking to universities throughout the application process and getting in touch with their disability services, you can find out what provisions they have in place to support you.

There's also useful information on the [British Dyslexia Association](#) website and from dyslexic recruitment agency [Exceptional Individuals](#).

### **Top tips for starting university as a dyslexic student**

#### **Make sure you have a suitable diagnostic assessment**

Dyslexia is officially recognised as a disability under the Disability Discrimination Act, which means students with dyslexia or a related condition are usually entitled to the Disabled Students Allowance (DSA). To access this, you must have a suitable diagnostic assessment.

Since 2012, this would have been carried out by a psychologist on the Health and Care Professions Council register or by someone holding an Assessment Practising Certificate (APC) for Specific Learning Difficulties at the time of the assessment.

Assessments before 2012 would have been made by psychologists or suitably qualified specialist teachers. The assessment must also meet the relevant guidelines of the SpLD Assessment Standards Committee.

A 'post-16' assessment isn't needed anymore, but if you're a mature student whose diagnosis was a long time ago, an updated assessment may be necessary.

#### **Apply for a Disabled Students' Allowance (DSA) as soon as possible**

If you already have a dyslexia diagnosis and an up-to-date report, you can apply for a [DSA](#) through your student funding body (e.g. Student Finance England or Student Awards Agency for Scotland). Apply as soon as you have your university place confirmed as it can take up to ten weeks for it to be sorted and for equipment to be ordered and set up.



The DSA process involves having a needs assessment based on your report and an interview at an access centre to discuss how your dyslexia affects you. Typically reasonable adjustments include specialist software (such as speech-to-text or mind mapping), extra time in exams and a photocopying allowance. You may also be offered one-to-one tuition.

## Use your dyslexia as a strength

In many ways, dyslexia is more of a learning difference than a disability. It doesn't take much to identify a long list of hugely successful dyslexic people who've succeeded in all walks of life – Albert Einstein, Jamie Oliver, Keira Knightley just to name a few – including academia.

People with dyslexia are generally conditioned to work harder than their non-dyslexic peers from an early age. This means perseverance and determination become second nature. Combine this with often-heightened creativity and problem-solving abilities, and you could use your dyslexia to your advantage.

### Articles, Blogs . . .



[Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease.](#)

## What influences the emotional wellbeing of young people with severe dyslexic difficulties?

By *Special Needs Jungle* August 17, 2022  
with **Claire Durrant**, *Researcher, University of Sussex*

When our child(ren) have a SEND diagnosis, they can be made to feel stupid, isolated, rejected by thoughtless peers and often, shockingly, by teachers and the school system itself. As parents, we feel their pain keenly and want to do everything we can to build their self-esteem.



Today's guest writer, [Claire Durrant](#), knows this all too well. She is the mother of two sons with dyslexic difficulties and recently completed her PhD exploring the factors affecting the emotional wellbeing of young people with severe dyslexic difficulties in state, mainstream

education. Claire's research was based on a survey of parents/carers, plus narrative case studies with 15 young people and their mothers. Her research has shown how the actions of parents, peers and teachers shape how young people imagine and respond to their dyslexic difficulties. Claire is now an early career researcher in the School of Education and Social Work at the University of Sussex.

## How we can support and boost the emotional wellbeing of young dyslexic pupils by Claire Durrant

When my youngest son started having difficulties with literacy (later assessed as severe dyslexia), I couldn't have anticipated the shame, sadness and self-loathing he would feel as he struggled to read and write to the standard expected of him at school. Motivated by his experiences in state, mainstream education, my PhD set out to understand why severe literacy difficulties have such a profound impact on children and young people's emotional well-being.

### The emotional impact of severe dyslexia

Talking to young people and their parents confirmed that there's a relationship between emotional well-being and literacy difficulties and that the more severe these difficulties are, the greater the stigma. Young people frequently demonstrated a lack of self-worth by referring to themselves as 'stupid'. Many saw themselves as the cause of the problem and suggested that it's their responsibility to try harder (no matter how that makes them feel) rather than for their school to adapt. One boy told me that school made him 'upset' and 'down' and that in primary school he wanted to hurt himself. His mother also described how he became more and more withdrawn at secondary school and spoke of 'losing' him.

### Effective provision is key but what else influences emotional wellbeing?

As the parent of a child with severe dyslexic difficulties, I believed that good teaching and effective intervention alone were the key to unlocking positive emotional wellbeing. Having now completed my PhD research, I can now see that although early, effective intervention and provision is critical (and is something that I would still battle to achieve), there are other factors influencing the self-image of young people with severe literacy difficulties.

One of my key research findings is that young people's sense of self is significantly influenced by the culture surrounding them. In particular, the way that literacy is privileged in post-industrial societies, and especially in schools, has led to new norms of educational standards and the problematisation of those who do not conform (Campbell, 2011<sup>[1]</sup>). Burden (2012)<sup>[2]</sup> writes about how literacy has been constructed as something that everyone should be able to do and argues that people who struggle with it often have difficulty coping with these culturally imposed assumptions. Riddick<sup>[3]</sup> describes how 'the notions of being "educated" and being "literate" have become inextricably bound together in many European cultures' (2001, p. 224).

On top of these assumptions about literacy, I think that young people's self-image is influenced by the way that schools construct literacy difficulties as a 'problem' located within the child and treat it as a 'deficit'. This situates dyslexia within the medical model of disability and leads to schools categorising it as a neurological impairment leading to limited educational participation, rather than something that is caused by the way society is

organised. Government policies that frame SEND – the Children and Families Act 2014 and the SEND Code of Practice (DfE & DHSC, 2014<sup>[4]</sup>) endorse this model.

## The role of teachers in challenging norms and stigma

My research suggests that teachers absorb and interpret the discourses that promote literacy and position poor literacy/dyslexia as a deficit. These are then internalised by young people with dyslexic difficulties and their peers through the words, attitudes and behaviour of their teachers. This in turn leads young people to form negative perceptions of themselves and can prompt peers to make insulting and hurtful comments.

School leaders can, however, address this by building a culture of inclusivity and neurodiversity within their schools, where difference is normalised and accepted, and stigma is challenged. Teachers can also create an atmosphere within their classrooms in which young people feel valued for who they are rather than what they can achieve academically.

This may require teachers to find out about young people's interests and the areas in which they have confidence and then look for ways to promote their strengths among their peers and within the school. Within the ableist environment of the school, where children are defined by what they can't do, teachers may also choose to talk directly to young people about shifting their thinking away from the deficit model towards an appreciation of the social barriers they experience. While making these suggestions, I acknowledge that teachers are already working under significant pressure and that they may not have the autonomy and freedom to make these kinds of changes.

## The emotional support of parents

My research suggests that parents, particularly mothers, emerge as central actors in the management of their children's emotional states, playing a key role in scaffolding them away from notions of 'deficit' towards ideas of difference. Many parents in my research perceived that their role was to focus on the things their child excels in and 'praise non-stop'. They suggested that parents should find activities their children enjoy and are good at and 'shout it from the roof-tops'.

Although there were a few mothers in my research who may inadvertently have transferred their anxiety about dyslexia to their children by overly focusing on their education, most were firmly focused on their children's happiness. There is, however, clearly a difficult balance for parents to negotiate between advocating for effective support at school and at the same time ensuring that their children do not perceive this as prioritising educational success (and projected happiness in the future) over their happiness now. Like many parents, I spent years advocating for more effective provision for my sons and therefore this finding caused me some anguish.

## Parents and schools can both play a role to empower dyslexic children

To summarise, the emotional wellbeing of young people with severe dyslexic difficulties is not only impacted by SEND provision but is influenced by discourses that privilege literacy and treat poor literacy as a deficit. Parents have a significant role to play in scaffolding their child away from notions of deficit, towards ideas of difference. However, this must be reinforced by school policies of neurodiversity and inclusivity and teachers who are empowered to challenge norms and stigma.

Claire's research was based on an online survey with 474 parents/carers plus narrative case studies with 15 young people (aged 10-19) with severe dyslexic difficulties in state, mainstream education in England, and their mothers. All research took place in 2018.

### About Claire Durrant

Claire is the parent of two adult children with SEN. She recently completed her doctorate about the emotional well-being of young people with severe dyslexic difficulties in state mainstream education, in which she attempts to understand the factors that cause young people with literacy difficulties to experience shame and stigma. She is also interested in issues of social justice in relation to accessing provision.

Also read:

[The dyslexia 'battle' and middle-class mums? I think we need to look at the broader picture](#)

[Tips for spotting the signs of dyslexia in a child or young person](#)

[Creative reasonable adjustments for SEND learners that don't have to cost a thing](#)

## [Schools in England risk losing TAs to supermarkets over 'chronic' low pay | Schools | The Guardian](#)

**[Alexandra Topping](#)**

8 Sep 2022

### **Exclusive: report finds cost of living crisis driving teaching assistants into other work and budget cuts will mean fewer roles**

Promised staff pay rises will force schools to cut TA roles, leaving the most vulnerable children without the support they need.

Schools in [England](#) risk "haemorrhaging" vital teaching assistants to better-paid jobs in supermarkets and other places because of the cost of living crisis with recruitment becoming increasingly difficult, according to a report.

Headteachers have also [said that cuts to school budgets and promised staff pay rises](#) – that will not be funded by the government – will put schools in a desperate situation and many will have to cut TA roles, taking away support for some of the most vulnerable children.

Researchers at the University of Portsmouth's Education Research, Innovation and Consultancy Unit said the "chronic" low pay of TAs – despite their increased role in many schools – was an "an urgent threat to TAs' livelihoods and to schools".

Dr Rob Webster, a University of Portsmouth researcher who co-authored the report with Dr Sophie Hall, said: "Schools are facing many challenges, but the consequence of the loss of teaching assistants is the most catastrophic. Without these staff, schools will struggle to provide adequate support to children with additional needs. Teachers' workloads will also skyrocket, driving yet more from the profession and deterring others from joining."

Read on at:

[Schools in England risk losing TAs to supermarkets over 'chronic' low pay | Schools | The Guardian](#)



# Supporting dyslexic children going back to school

1 September 2022

[Katrina Cochrane](#) - Director and Founder Positive Dyslexia Ltd  
[Supporting dyslexic children going back to school | LinkedIn](#)

Now that the Summer Holidays are nearly over, I am asked by many parents what they can do to help their child with dyslexia when they return to school. I have been busy this summer assessing many children, as have my colleagues. But will the recommendations in the reports be acted on? Will the reports even be fully read?

If you suspect your child might have dyslexia and are unsure about going for a full assessment this might be a good time to try an online screener such as the **Nessy screener** – [www.nessy.com](http://www.nessy.com) which is cheap, quick and children find fun to do. A short report is generated that will give signs of dyslexia and help signpost further. This way you can make an appointment with the SENCO at the beginning of term to discuss your concerns and look for a way forward. A screener will not give a diagnosis of Dyslexia but will look at traits or signs of dyslexia. The BDA and PATOSS have a Tutor list of specialists that may be able to support your child either in person or online.

If reading is a particular difficulty use digital books to support reading or look at one of the new Reading Pens that are available such as [Scanning Pens](#), so that they can participate in the enjoyment of reading or use them for their exams. The [RNIB Bookshare](#) has hundreds of digital books available for dyslexic readers. Other organisations such as **Calibre Audio Library** give free access if you are dyslexic and do check out **Dekko comics** also.

If your child is around nine or over one of the best and most useful things to do is teach them how to touch-type. For the child who has slow and poorly formed handwriting this can be really helpful. For any kind of access arrangements at GCSE, using a laptop needs to be their 'normal way of working' and a speed of around 25 wpm is a minimum. For many children often handwriting at less than 10 wpm the benefits are obvious. The BBC have a free touchtyping programme called **Dance Mat** and but **Touch Type Read and Spell (TTRS)** and **English Type Junior/Senior** and **Nessy Fingers** are all excellent. TTRS has the added advantage of helping with literacy as well as touch-typing.

Most of all help your child to understand their learning differences. The BDA have some wonderful short videos which help such as **See Dyslexia Differently** on the free BDA YouTube Channel. Help build up their confidence and see that Dyslexia is not a hindrance to success.

This year the theme of Dyslexia Awareness Week is Breaking Down Barriers so do encourage your child's school to take part in celebrating this. The BDA have packs to support schools in DAW. The [Adult Dyslexia Centre](#) do amazing things for both children and adults and they have an online Parents Course that will both support and raise awareness.

I have a [webinar](#) on Back to School recorded for the [BDA](#) can also be accessed free of charge for some more helpful suggestions. Dyslexia Awareness Week this year is on the theme of Breaking Down Barriers and I will be giving more information shortly on what we are doing to support this.

Good luck for the coming term,

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

See also Succeed With Dyslexia's blog:  
[Going Back to School with Dyslexia | Succeed With Dyslexia](#)

## Exam results

For everyone who received exam results this summer . . .

See Succeed With Dyslexia's blog:  
[University, Dyslexia and GCSE Exam Results 2022 | Succeed With Dyslexia](#)



Message from **Made By Dyslexia**

However you've done, it's vital to remember that the world needs thinkers like you – people who think creatively, laterally, people who can solve problems and see the big picture.

In fact, the skills dyslexics have may not be the skills measured by exams, but they are the skills that global employers from **HSBC** to **EY** are looking for.

Watch the full video to learn more at:

<https://www.youtube.com/watch?v=D5Phdr6wUMs&t=38s>

# YOUNGMINDS

[youngminds.org.uk](http://youngminds.org.uk)

On the topic of exam results . . .

### Keep things in perspective

There are so many pathways and so many people who will be there to support you through whatever path you choose to take. Please don't give up if you don't get the grades you were hoping for.

### Be kind to yourself

You are worth more than a number and these grades do not define you.

### Don't compare yourself to others

Try to avoid comparing your results with your friends or anyone else. Focus on yourself and how far you've come.



### [HYGTJ?! | Undiagnosed dyslexia and low self-esteem: Becoming a fashion designer](#)

Rohan Chhabra found out he had dyslexia during graduate school by tagging along with a friend to her evaluation. He went in knowing nothing about dyslexia — and came out with a diagnosis.

After learning more about it, so many things about how his brain worked finally made sense. Dyslexia had been guiding his life and his career choices, and he hadn't even realized it.

Growing up in India, Rohan was a quiet kid who worried about keeping up with academic classes. He gravitated toward creative fields that relied on drawing instead of writing. After getting his master's degree in industrial design, Rohan worked for fashion titans like Nike and Ralph Lauren. But his passion for animals and the environment pulled him in another direction.

Now, he creates digital fashion sold as NFTs. To find a transcript for this episode and more resources, visit the episode page at Understood. <https://www.understood.org/podcasts/h...>

We love hearing from our listeners. Email us at [thatjob@understood.org](mailto:thatjob@understood.org). Understood.org is a resource dedicated to shaping the world so the 70 million people with learning and thinking differences can thrive. Learn more about "How'd You Get THAT Job?!" and all our podcasts at [u.org/podcasts](http://u.org/podcasts).

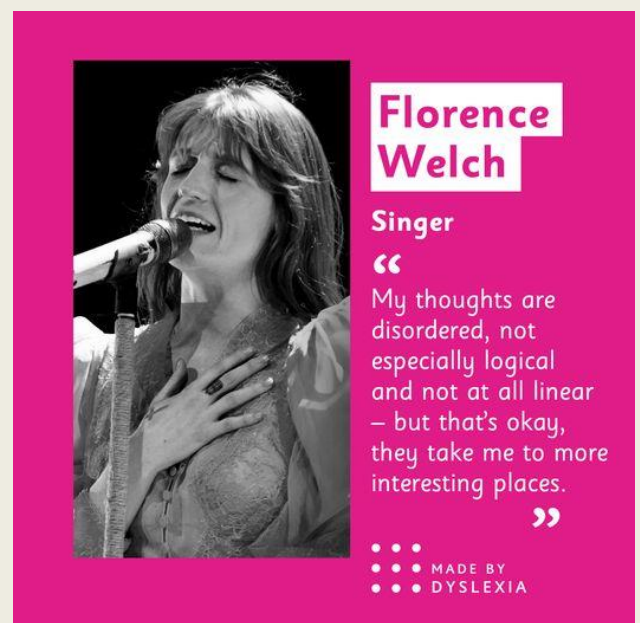


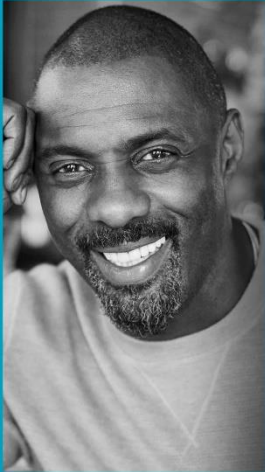
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**Idris Elba**  
**Actor**  
 “ I’m not afraid to fail. I’m not afraid to fall over and make a mistake. That often cripples people on the onset of getting into anything. ”

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 DYSLEXIA

4 in 5 dyslexics say that knowing they were dyslexic helped them to develop the perseverance they needed to succeed.

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Check out these wise words from actor [Idris Elba](#), who is also [#MadeByDyslexia](#).



## The amazing straight-A Bath student who cannot read or write

**"Oliver had a lot of naysayers, but he has proved them all wrong."**

- IMOGEN MCGUCKIN
- 10 SEP 2022

A young man from Bath who cannot read or write has passed his A Level exams with flying colours.

Oliver Chadwick, 18, is so profoundly dyslexic that he has the reading age of a six-year-old. Yet, this August, the Oldfield Park lad received grades of A\*AA in the most difficult examinations offered by secondary level education.

As he prepares to embark on an engineering mathematics degree at the University of Bristol, Oliver and his mum Sophie, 54, reflected on the hard work, determination and ingenuity that had carried him this far.



Oliver said: "My dyslexia affects me quite a lot, but also surprisingly little if you think about it. When people hear that you can't read or write, they think you can't do anything, but it only really affects me day-to-day when I can't read things like signs."

Sophie, a mum-of-two, remembers the first time she realised that Oliver was not like other children. She said: "When he started school, it was a running joke at the dinner table every night that we would ask Oliver what he'd had for lunch that day because he would always say 'jacket potato and beans'.

"We thought it was just because he really liked it, but it was actually because he couldn't read the menu and that was something he knew they had every day. Even now, he cannot read menus, but he has become much better at guessing what signs might be about."

When Oliver began to fall behind with his literacy in junior school, Sophie was told that he would "pick it up eventually". "I knew something wasn't normal, but they spent a lot of time telling me that boys were often a little bit slower to learn than girls.

"Whereas it might take other children an hour to do their homework, it could take Oliver 20 times as long. He went to lessons with the Dyslexia Association for two hours a week on Saturdays, to practice his reading and writing, and I had to work part-time so I could help him with his learning at home.

"After a while, they said there was no advantage to him continuing with the lessons because he was not progressing. They are probably great for other children but they weren't working for Oliver. Since then, I have spoken to two experts, who have been doing their jobs a long time, and they said that he was the most profoundly dyslexic person they had ever seen.

"So, by the time he went to secondary school, I decided we would stop trying to teach him. He had spent two hours a week for six years trying to do something he couldn't do and I just said 'right, we are not going to waste any more time on this'."

Yet, Oliver has never let his disability bother him, choosing instead to focus on his strengths. He said: "It wasn't until year six that I started to notice a difference between myself and my classmates, but I never felt stupid, I just knew that reading was something I couldn't do and there was no point getting upset about it.

"The hardest thing about school was when people were making plans on social media and I had no idea they were happening. For example, I didn't even have anyone's number until year 11.

"Even now, my friends ring me when they're already out and ask me if I'm coming and I say 'I don't know, this is the first I've heard of it,'" Oliver laughed.

When he started at Ralph Allen School, Oliver got through most of his lessons by listening to what the teacher said. He had a teaching assistant for some of his classes, although he said he found it difficult when they changed. "Then I had to teach them from scratch what I needed them to write down," he said.

Over five years on, Sophie believes Oliver's experience of interacting with the TAs actually helped develop his interpersonal skills. "There's a discursive element there, that most young people don't experience until university," she mused.

When Oliver reached GCSE level, not everyone was sure he would make it through the exams. "There was talk of him going to a special school, but he wanted to do them at Ralph Allen - and he did really, really well," Sophie explained.

At GCSE level, he had one-to-one support 50 per cent of the time, while at A Level he had an assistant for all three subjects. He also has a reading pen that can read out printed text line by line and computer software that can read words on-screen.

Strangely, although he is dyslexic, the 18-year-old does not suffer from dyscalculia - difficulty in understanding numbers - even though they both relate to how the brain interprets symbols.

"At A Level, I studied maths, further maths and chemistry. I picked maths because it is something I can do mostly by myself and that makes me feel more independent," Oliver explained.

Although he watches physics videos on YouTube in his own time, he picked chemistry at A Level because it dealt with fewer abstract concepts that required a lot of writing. For the exams, Oliver had his own room so he could dictate his answers to a scribe.

He said: "All my one-to-ones were brilliant. Mrs Morgan, my maths one-to-one was actually due to retire while I was still at school but she said she would stay on to see me through my A Levels. And Mrs Watson, my key one-to-one has been with me for seven years.

"I think among my teachers, Mrs Haggett changed the way she taught the most. At the start, she would just give us all something to read, but then she started making videos for me to watch and everyone ended up benefitting from those."

Though facing what could be seen as a huge disadvantage, Oliver stayed cool and collected in the run-up to his exams. Sophie said this was because he "could not cram" so leaving things to the last minute was not an option.

"He has to put in the hours and slowly implement the knowledge. So, for him, it's just about having a good day or a bad day," she said.

Oliver added: "There is no point in stressing. I always feel quite chilled because there could always be something you've forgotten, but you have to accept that and move on."

"My mum actually wanted to send me to a dyslexia specialist school in Gloucester, but I didn't want to go. I wanted to stay at Ralph Allen and I knew I could do my A Levels there."

Oliver's can-do attitude has seen him through every educational hurdle up until now, Sophie explained. "A lot of his success is down to him being an incredibly hard worker and his decision not to let his dyslexia limit him."

"At each stage of Oliver's education, there have been new challenges but he has overcome all of them. He has always had a lot of nay-sayers but he has always proved them wrong."

"The support he has had at Ralph Allen School has also been phenomenal, particularly from the SEN department. They have their own extension line which had been just invaluable to me as a parent."

Now, Oliver is preparing to start the next chapter of his life at the University of Bristol. There, he will get some study skills support, as well as a postgraduate mentor to help him find the right books and a peer mentor who is in his class.

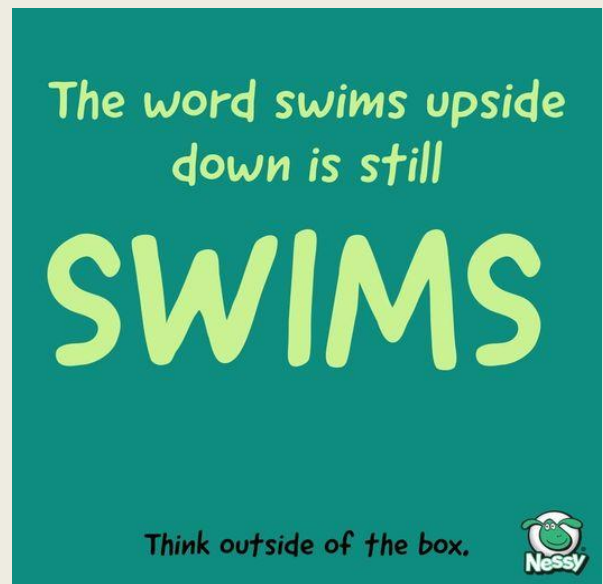
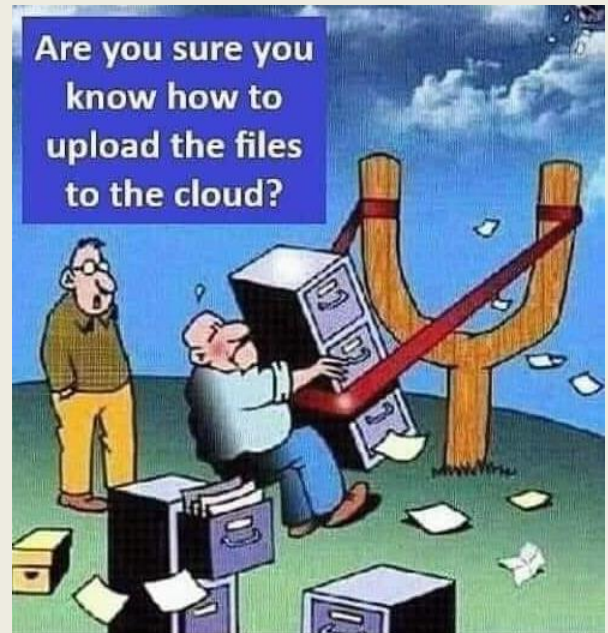
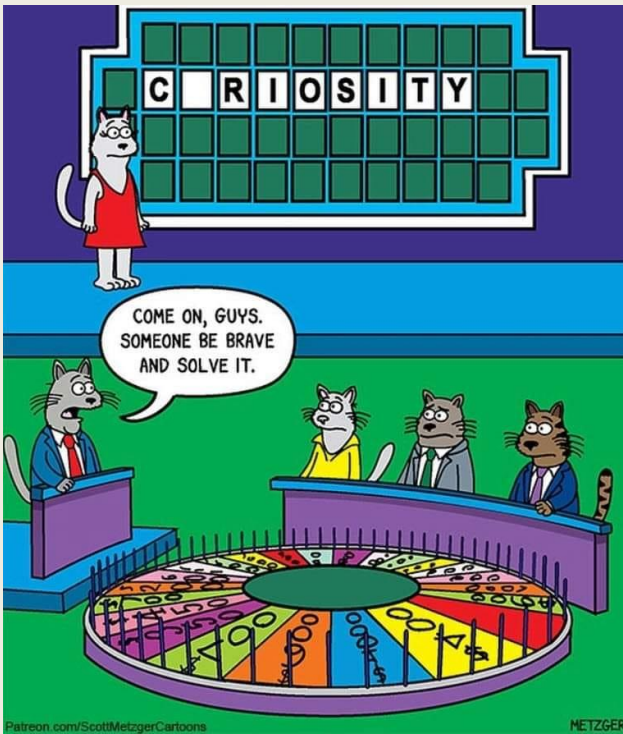
As a former player for Oldfield Boys, he said he was looking forward to joining the university rugby club, and possibly rowing too. "I don't know if I will have time for both," he laughed, "but I'm going to try."

## And finally . . .



If the person who named  
Walkie Talkies named  
everything

Stamps - Lickie Stickie  
Defibrillators - Hearty Starty  
Bumble bees - Fuzzy Buzzy  
Pregnancy test - Maybe Baby  
Bra - Breastie Nestie  
Fork - Stabby Grabby  
Socks - Feetie Heatie  
Hippo - Floatie Bloatie  
Nightmare - Screamy Dreamy



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