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Editorial.

Happy New Year and welcome to the January edition of Contact.

The end of 2011 was busy for the B.D.A. We had a hugely successful Dyslexia Awareness Week in which we held our annual competitions and awards, the Spellbound Ball returned and we launched our Initial Teaching Training Campaign.

The Competitions were wonderful, as always, with some amazing entries. This year as well as our usual art and creative writing categories we also ran an inventors competition. It was particularly difficult to choose the winners and our judges were blown away by the creativity and ingenuity shown. The Spellbound Ball returned in glamorous style at a Marble Arch Hotel. We were dazzled by sumptuous food and drink, amazing prizes, auction lots and conversation. However, what really sparkled on the evening were the award winners. We were lucky enough to be able to offer places at the ball to those who had won one of our annual awards so they could receive their certificates. It really made the ball special to be able to award these achievements, especially our volunteer awards where many people who have been working for their Local Dyslexia Associations for very many years. These are extraordinary people making a positive difference for dyslexic individuals.

Campaigns and government engagement remain at the heart of the B.D.A. and in Dyslexia Awareness Week we launched our Initial Teacher Training (ITT) campaign. The B.D.A. is calling on the government to make a decent level of training on Dyslexia mandatory. Early identification is essential to help dyslexic individuals reach their potential rather than be faced with frustrating years of struggle. Teachers should be taught how to identify dyslexia and how to deal with it, through dyslexia friendly classroom practices and signposting for further investigation when required by the child’s needs. Please sign our government petition www.bdadyslexia.org.uk. We need 100,000 signatures to trigger a parliamentary debate, so please spread the word wide far and wide.

We have also been in consultation with the government on the lack of appropriate exam arrangements for literacy tests for apprenticeships which has been a major issue on our radar.

Finally 2012 marks B.D.A.’s 40th year. We are very proud of our 40 year history and all the work that has been done to get Dyslexia recognised in that time. Of course there is still a lot of work to be done and we are just as excited about our future our past. I do hope you’ll join us in celebrating this anniversary and tour future plans to create a dyslexia friendly society.

Dr Kate Saunders, Chief Executive

We need your help.

Each year, the British Dyslexia Association’s Helpline handles around 12,500 calls from people needing help with a wide range of problems. From parents worried about their children, to adults having difficulties at work the Helpline staff deal with all their queries, concerns and questions.

This service is predominantly run by a band of very willing volunteers. The Helpline was supported by a Government grant. This ran out earlier this year, leaving the B.D.A. with the responsibility of running it. Please help us to keep this vital service going.

You can donate £2 to the British Dyslexia Association simply by texting ‘BDAF11 £2’ to 70070. It will cost you the price of one text message and the B.D.A. will receive every penny of your donation.

Thank you.
Forthcoming Events.

Education Show.
Date: 15 to 17 March 2012, NEC, Birmingham.
Time: 9:30am to 17:00pm (4:00pm Saturday)
The B.D.A. will be on Stand H93
http://www.education-show.com

Conferences 2012.
20th March 2012.
Hopwood Hall College, Manchester.
This year we are combining our Music and our Co-occurring difficulties conference. We are really looking forward to the event and are very excited about the people we have due to speak during the day.
We will be regularly updating our website with all the information regarding the Conference. Please go to http://www.bdadyslexia.org.uk/courses-and-events.html and go to our ‘Conferences’ page for all the latest information on who will be speaking. From this page you can also book online or download the booking form.
If you require any further information about the conference please contact our conference team on 0845 251 9003 or email conference@bdadyslexia.org.uk.

Education North, Manchester Central.
Date: 20 and 21 April 2012.  Time: 10:00am to 17:00pm
The B.D.A. will be on stand E24.
B.D.A. seminars.
http://www.teachingexhibitions.co.uk

Organisational Member’s Day.
By Sandy Fitzgerald.
The BDA would like to thank everybody who attended the first new Organisational Members Day held at More London Place by kind permission of Ernst & Young, on 30 September.
The room was buzzing from the moment the welcome coffee and tea were served, with members taking every opportunity to meet up and discuss a variety of topics with like-minded colleagues.
Speakers included Rosie Wood who spoke eloquently about the value of Organisational Membership, for the B.D.A. itself, for its membership and for the wider Dyslexic community; Arran Smith who gave a practical demonstration of IT solutions for Dyslexics in school and business and Isobel MacKenzie who brought to life the challenges faced by Dyslexic people and their families who contact the B.D.A. National Helpline.
Dr Kate Saunders, Chief Executive Officer of the B.D.A., charted the development of the charity since its inception 40 years ago.
continued on page 6
The achievements of the B.D.A. to date were summarised and it was highlighted that the B.D.A. considered its members as the lifeblood of the organisation.

To this end, those joining the charity at this moment in time could expect to be valued and listened to closely. Future plans of the B.D.A. include potential campaign work, projects and partnership working, giving a flavour of exciting opportunities for those in the corporate and education sectors to get involved.

Delegates then enjoyed a sparkling talk by Lord Addington who didn’t pull any punches when it came to giving a Dyslexic person’s view of life within the world of business and politics! His humorous, down to earth approach, combined with a wealth of first-hand experience made compelling listening and his rallying cry to all those striving for a Dyslexia Friendly Society is probably best expressed in his own words:

“Look outside and connect with others. If you do this with hard won victories behind you, we will achieve it”

John MacKenzie, who advises the B.D.A. in a legal capacity and handles many cases nationally each year with a focus on Dyslexia discrimination, gave an extremely knowledgeable talk on Dyslexia and the Law. His sharp observations on past and present legal wrangles, peppered with anecdotes and a good dose of robust dry humour kept the audience riveted to their seats!

After a wonderful buffet lunch, the afternoon session got off to a lively start when a ‘hot topic’ was raised by attendees from the Education Sector on Access Arrangements for dyslexic students. This particular issue caused considerable debate about the new regulations from JCQ and highlighted three major concerns:

• The plight of the able dyslexic student who does not score below the 85%ile (in assessments of processing speed, reading and/or writing speed or free writing speed) and would not now qualify for additional time.

• That the only way to challenge this is to cite ‘exceptional circumstances’, alongside a low average (85-89) processing speed, by a lengthy and complicated application route.

• That the new regulations appear to contravene current legislation, e.g. Equality Act (2010)

At one point both Lord Addington and John MacKenzie rose to their feet in support of questioning these changes and Lord Addington cheerfully remarked “In this instance, the Politician and the Lawyer appear to agree with each other!”

Anne Mitchell (of Consentia Education LLP) attended a training day about access arrangements run by PATOSS shortly after the OM’s Day and offered to put forward these concerns on behalf of the group.

If you would like a copy of the response she received, please e-mail membership@B.D.A.dyslexia.org.uk.

The day was considered so worthwhile by those present that the intention is to make the Organisational Members Day an annual event.

If your organisation is not already an Organisational Member, we do hope you will consider joining us. Together we can make a difference!

For an application form or to find out more e-mail us on: membership@bdadyslexia.org.uk

And in the words of Lord Addington, please remember:

“When you talk about Dyslexia, there is no area of the community you can’t go to – it’s 10% of the entire population!”
Children Will Shine.
by Arran Smith.

We are now in our second year of funding for the Children Will Shine Project (CWS). The CWS project is funded to set up after school workshops for dyslexic children within the areas of London and Manchester. The project is now being funded by the Dyslexia-SpLD Trust. Part of this funding is to set up a further two new workshops, provisionally in Salford and in Peterborough. The current workshops are going well, and the new specialist teacher for our London groups has settled in. Our Southwark group has had a regular attendance of 12 children weekly, our Barnet group, has had a slow start, but now has 15 children regularly attending.

One of the main aims of the CWS Project is to build self-esteem. This term, we have introduced the game, Truggs which stands for Teaching, Reading Using Games. I would like to thank Joanna Jeffrey for her support in this project. I would also like to thank Philip Alexander at Touch Type, Read and Spell (TTRS), for their continuing support, not only with providing the software for all of our groups, but also in providing a lockable filing cabinet for our Southwark group. If you would like to find out more information about the project, please email arrans@bdadyslexia.org.uk

Members Day and AGM.
by Arran Smith.

This year’s Members’ Day and AGM was held on 22 October 2011, in Oxford. Over 75 people attended including teachers, parents and their children. We had an inspiring keynote speech from Dr Lindsey Peer, looking at making the impossible possible. A great talk with lots of inspiring extracts of her life with her son which was well tailored to the attending audience. Lindsey was very grateful that I was able to embed three YouTube videos to empower the talk the more.

Alongside this we had a short but heartfelt presentation from Jon Adams, the BDA Olympic artist in residence about his dyslexic journey. This included many of his previous artwork and how things change over time.

After an amazing lunch delegates split up to go to specific workshops including Rachel Ingham speaking about dyslexia and memory, John Mackenzie, speaking on dyslexia and the law and Andy Fell, speaking about assistive technology.

The children went to work with Jon Adams on his Flags Project, (a form of installation art). The children and a number of adults found this very inspiring and created our own flags art installation of the front garden of the West Oxford Community Centre. The installation is very much a talking point for building awareness of dyslexia.

After the workshops, the 39th Annual General Meeting of the British Dyslexia Association was chaired by the Vice Chairman John Mackenzie. This was a vibrant meeting with updates from the past financial year, which with the update from William Plant BDA Treasurer noted that the AGM, the BDA is in good financial health, and continues with its clear mission to support Local Associations and the wider dyslexic family. The reports and minutes from this meeting will be available from the B.D.A. website from the end of January.
**Petition for Mandatory Teacher Training.**

One in ten people have dyslexia and many of these go undiagnosed and unrecognised. Often this is because teachers lack the skills to identify and support children who are dyslexic and need to be diagnosed or given extra support. To help this a government report (The Rose Review (2009)) recommended that Initial Teacher Training (ITT) should include Dyslexia/SpLD. However, there is currently no mandatory minimum level of Dyslexia/SpLD training that the Initial Teacher Training course providers must deliver.

The B.D.A. is campaigning to remedy this. In order to do this we have set up a petition on the government petition website stating that there should be a **compulsory module** on Dyslexia. If this petition reaches 100,000 signatures then this issue will be debated in the House of Commons.

The petition only runs for a year so every signature counts, your signature could make a difference enabling teachers to help hundreds of thousands of dyslexic pupils. We believe that dyslexic children have just as much of a right to education by teachers that understand them and their condition as any other child.

We hope that you feel the same, if you do then please take a moment to sign our petition at [http://epetitions.direct.gov.uk/petitions/20674](http://epetitions.direct.gov.uk/petitions/20674) or use our QR code on your smartphone.

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**Former B.D.A. Music Committee Chair wins Classic FM Award.**

Sheila Oglethorpe, former Chair of the British Dyslexia Association Music Committee, was awarded the Special Education Needs Music Teacher of the Year at the Classic FM Awards, held at the Royal Albert Hall earlier this month.

All of us at the B.D.A. are absolutely thrilled and delighted for Sheila and congratulate her on her award. Sheila has long been a great champion of supporting people through music, her hard work will now forever be symbolised with this award.

Sheila Oglethorpe studied at the Royal Academy of Music and has taught class music as well as piano, cello and singing, the latter both privately and in schools. Sheila is the dyslexia/music consultant at Salisbury Cathedral School and is the author of the book “Instrumental Music for Dyslexics: A Teaching Handbook (Whurr). Sheila is also guest lecturer on the Associated Board’s Certificate of Teaching course.

Sheila was selected for a Classic FM award for Special Educational Needs (SEN) “Music Teacher of the Year”, which she was presented with on Wednesday 8th November 2011 at a schools prom at the Royal Albert Hall. The inscription on the award read;

“To Sheila on your retirement as Chair of the British Dyslexia Association Music Committee, with many grateful thanks for your pioneering contributions to music and dyslexia”.

Sheila was interviewed by Classic FM after receiving her award. A video of which can be seen here. [http://vimeo.com/31803961](http://vimeo.com/31803961).
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Strictly Spellbound Ball 2011.

3rd November – Thistle Hotel, Marble Arch.

Once again, we held our Spellbound Ball and we were delighted to have so many attend what was a fun and fabulous evening. The Ball was a chance to deliver our annual awards and we were thrilled that so many were able to attend to receive their award in person.

So many people give their time and effort without being recognised for this and so we wanted to give something back to all those people that without them, so many people’s lives would not be as enriched or fulfilled.
Our awards are also an opportunity for pupils and parents to nominate their school or teacher or teaching assistant. Giving them a chance to be recognized for their contribution in helping youngsters perform to the best of their abilities in all their endeavours.

But the evening was not just about the awards, we were very lucky to have Jonty Hearndon, of Cash in the attic fame, to compere our auction this year. The auction was a fantastic success and we are eternally grateful for all those that put their hands in their pockets to help support the work that the B.D.A. does.
British Dyslexia Association Awards.

Outstanding Lifetime Contribution in the field of dyslexia: Volunteer Award.

Adele Bird
Agnes Lynch
Alan Turner
Alison Clark
Amanda Doidge
Andrew Coles
Ann Brenson
Ann Brereton
Ann Cook
Ann Fordham
Anna McDonald
Anne Drury
Anne Mackenzie
Anne Powel
Barbara Lowe
Barry Whiting
Beatrice Price
Bernice Whiting
Beth Dell
Bob Burden
Bob Howard
Brenda Franks
Brother Matthew Sasse
Cara Cramp
Carol May
Caroline Bilbie
Caroline Fowke
Cheryl Dobbs
Chris Hossack
Christian Taylor
Christina Oett
Christine Nixon
Claire Sykes
Clive Armitage
David Todd
David Williams
Dawn Elsworth
Debbie Farnfield
Dee Caunt
Denise Taylor
Denny Manning
Di Hillage
Doris Pearce
EA Draffen
Eileen Hamilton
Eileen Harwood
Elenor Wright
Elly Pearce
Fiona Hossack
Frances Curwen
Frances Mercer
Frank Argur
Giannina Zirelli
Gillian Babbs
Grainne Dillon-Hooper
Hilary Doody
Hilary Memory
Honor Page
Hugh Payton
Iris Steward
Jackie Brightling
Jackie Dias-Jayasinha
Jane Mole
Jane Stewart-Forshaw
Jane Todd
Janice Ellis
Janice Howard
Jason Evans
Jean Cross
Jeff Hughes – Box 42
Jenny Brunton
Jill Swinhol
Jillian Wade
Joan Flannery
Joan Oddy
Jocelyn Hardwick
John Aylward
John Coombs
John Mackenzie
Joy Bray
Joyce Bywater
Judith Stansfield
Karen Papa
Katherine Marshall
Kerena Angell
Kim Hatton
Kristina Prince
Lesley Hill
Lesley Lainchbury
Linda Austin
Linda Harvey
Lindsay Haydon
Lindy Springett
Lyn Evans
Lorraine Gillott
Lyn Pounds
Lynda Ince
Margaret Meehan
Margaret Murphey
Margaret Riding
Marion Martindale
Mark Haydon
Marlies Flintham
Mary Draper
Mary Margaret Yates
Mary Sheridan
Mavis Herman
Michael Corrigan
Mike Fordham
Mike Johnson
Mike Lea
Mike Medlicott
Mike Paterson
Mike Reynolds
Mohammed Saghir
Monyra Isaphani
Nesty Boyd
Nicky Openshaw
Nicola Brunswick
Nigel Pugh
Pam Varley
Pat Edwards
Pat Payne
Paul Mawer
Peter Memory
Peter White
Phyl Evans
Pippa Wood
Richard Newell
Richard Philips
Robert Burtwhistle
Robin Salter
Rose Heesom
Rosemary Palmer
Rosemary Somers
Rosie Wood
Rosy Robinson
Ruth Nuttall
Ruth Symons
Sally Candlin
Samantha Flether
Samina Masud
Sarah Fiore
Sarah Wright
Sheena Heppenstall
Sheila Price
Stan Pearson
Stephen Calvert
Stephen Duffy
Sue Itzinger
Sue Judge
Sue McKenna
Sue Reynolds
Sue Willgloss
Susan Howard
Suzanne Howe
Sylvia Philpott
Teresa Perrott
Tony Hamilton
Tony Kershaw
Tony Somers
Trevor Hobbs
Trevor Openshaw
Tricia Polack
Val Martin
Val White
Victoria Crivelli
Wendy Gibson
Wendy Swindlehurst
William Ford
William Plant
Outstanding Lifetime Contribution in the field of dyslexia: Academic Award.
Violet Brand
Dr Lindsay Peer C.B.E.
Professor Angela Fawcett
Professor Maggie Snowling

Outstanding Achievement Award: Adult.
Natasha Powell
Yaniv Peer

Outstanding Achievement Award: Secondary School.
Clare Walker

Entrepreneurs Award.
Jonathan Kemp

Teacher of the year.
Miss Wilson
Mrs Storey
Cheron Macdonald
Mrs Mary Parker
Liz Owen

Teaching Assistant of the year.
Sue Backhouse
Mr Orford
Louise Bashford

Dyslexia Friendly School of the year.
Red Oaks Primary School

Local Association of the Year.
Rugby LDA

Organisational Members of the year 2011.
Whitespace
Box 42
Fairley House
Iansyst

Parental Commendation – School Award.
Crackley Hall School

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Council for the Registration of Schools Teaching Dyslexic Pupils

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Email: enquiries@bredonschool.co.uk
www.bredonschool.org
Dyslexia Awareness Week 2011.

Once again as part of Dyslexia Awareness week we held our art, writers and inventors competition. We were inundated with excellent entries across all the categories and age groups. We would like to thank all those that took part.

To celebrate all those who took part we held an exhibition evening showcasing all the work that had been submitted. The evening was excellent and we were delighted that so many of the competition entrants were able to attend.

Art Competition.

Savannah Smith was the winner in the Primary School Art category for her picture entitled ‘I see the pictures and my twin sister sees the words’.

Savannah received her prize and certificate from our C.E.O. Kate Saunders alongside her sister Vanessa.

Kayleigh Short won the Adult category for her untitled piece, a plastecine model of a young girl in her room.

Kayleigh made the entire model from plastecine including all the pens, crayons and furniture in the model.

It was so large in fact that Kayleigh was only able to send pictures of her model but the judges were very impressed with her eye for detail and scale of her model.

Daniel Swinhoe won the Secondary School category for his water colour ‘Cod Beck’.

The judges were particularly impressed with Daniel’s eye for detail, feeling that his abilities belied his years and that he could have a great future in painting.
Struan was the winner in the Secondary School category for his Spell Searcher. The tool would scan written documents for spelling and grammar errors.

The judges liked the concept and felt that it would have good practical uses.

Isabelle Farrell won the writers award in the Secondary School category for her short story ‘Hostage’. Isabelle’s story particularly impressed the judges with her use of language to create a vivid scene for the reader to delve into and the well-paced story really accelerating to its climax.

Hostage
Isabelle Farrell

Winning in the adult category was Douglas Cairns with his poem ‘I wrestled a worm’.

Douglas, who was written an entire volume of poetry, won for his humorous and intelligent poem highlighting the difficulties that dyslexics face with language on a daily basis.

I wrestled a worm
Douglas Cairns

Kate Tapsell won the Primary School category for her story ‘The Mystery in the cupboard’.

Kate’s tale of a young girl and her fantastical adventures in a strange new world won glowing praise from our judges for her colourful and imaginative writing.

The mystery in the cupboard
Kate Tapsell

Harry won the Primary School inventors category with his ‘Find Buddy’. An app for your smart phone that can help you find lost things.

The judges loved this excellent idea, receiving glowing praise for its simplicity and practicality.

Find Buddy
Harry Sharrock

Struan’s Spell Searcher
Struan Dalton Golding

Kate Tapsell

Inventors Competition.

Writers Competition.
Technology in Education Conference.

19th November 2011

This year saw the British Dyslexia Association hold its conference specifically devoted to technology in education. We were absolutely delighted with the turnout and we received fantastic feedback from delegates and from speakers and workshops alike.

The event was held in the excellent surrounds of Fairley House School in Lambeth. Fairley House School is a specialist day school for children with specific learning difficulties such as dyslexia and dyspraxia, so it was only fitting that we should hold our technology in education conference there.

The event was really well attended and had a lot of variety on offer to showcase the latest developments in technology to assist learning for those with dyslexia. The workshops came from a wide range of technology backgrounds including B-Active Brain Solutions software. They thoroughly enjoyed the day and were very pleased to be in the Fairley House surroundings, being in the right environment helped set the mood for the presentation.

It was very encouraging to see children attending with their parents and really getting in to the swing of things, participating in the activities and the discussions and generally having a good time.

The day was kicked off by an introduction from our C.E.O. Dr Kate Saunders who talked about the virtues of having good technology in the classroom and the real benefits it can bring.

During the day we had a number of presentations from educational specialists talking about the uses of technology during different ages of teaching. Once such talk was delivered by E. A. Draffan, of the University of Southampton, who talked about the use of new technologies, in particular mobile devices and how they can be utilised to aid higher education students to manage their workloads and ensure that they are where they need to be.

We also had a presentation from Jackie Harber of Iansyst looking at assistive technologies in the secondary school sector. With the advent of computers in schools, innovative software is becoming far more important and useful in a child’s education.

During the rest of the day we had a wide range of workshops including Care Innovations, Claro, Dyslexikit, Jelly James, LexAble Matchware, Olympus-Keymed, R2W, Texthelp Systems and Whitespace. All showcasing there latest developments, it was an opportunity for parents and educational practitioners to see what exciting new tools are out there.

We would like to give special thanks to Care Innovations for sponsoring the event and to Fairley House for letting us use their school.

With so many different workshops going on at any one time it was difficult for all attendees to get around to all the workshops. One of our workshops had this little story.

“One lady came up late to the second session and was invited to in but said she was just looking and wouldn’t disturb us. Later she did come and join us about half way through the session. At the end of the workshop she said she was really sorry she had not come in at the start when she was first invited, as she had really enjoyed the second part and wished she had heard it from the start.”

Fairley House School kindly hosted our conference.
We were extremely lucky to have been given a couple of Intel® Readers from Intel-GE Care Innovations™ as prizes for the winners for our Art, Inventors and Writers Competition. The Intel® Reader is an extremely useful piece of kit.

The Intel Reader from Care Innovations is an assistive technology that can be used as an instructional and assessment accommodation.

The Intel Reader has helped many people, not least our very own Membership and Project Officer, Arran Smith. The Intel Reader converts images of text into audio so that dyslexics can have text read to them quickly and effectively. This has helped many students with their studies, in particular Paul Grove, a doctoral research student at Oxford University and a part time lecturer and e-Learning Technologist at Coventry University.

Paul was first officially diagnosed with dyslexia at the age of nineteen while in his first year at Coventry University.

As a child, Paul had a high IQ, well above that of an average 11 year old; in contrast, his reading age was assessed to be below that of a 7 year old. At school, teachers would introduce subjects with few verbal instructions and Paul soon became confused and isolated. As with many dyslexics, Paul developed his own personal learning strategies, engaging with technology and importantly had the encouragement and support of his family and friends.

“From personal experiences as a learner, my motivation in life is to examine and identify effective learning strategies for dyslexic learners and educators,” Paul says.

Paul is also a part time lecturer and e-Learning Technologist at Coventry University where he regularly comes into contact with dyslexic students.

“I know what they are experiencing. As a dyslexic student you not only face academic challenges but you also have to learn to cope with the demands of student life. All of that can be very stressful if you have a reading difficulty holding you back.”

Paul first learned about the Intel Reader whilst at a Dyslexia Demystified Conference hosted by the British Dyslexia Association. He was interested in seeing the impact it could have on not only his own studies, but also on the learning experience of other dyslexic students.

When Paul first started using the Intel Reader he was impressed by how quick and easy it was to navigate. “I played with it for just 15 minutes and was confident enough to use it; it’s pretty intuitive and fast. When you’re out and about, the last thing you want to do is mess about with OCR software and connecting to a PC. I simply take a shot of the text I want to read and in an instant I have audio playback.”

The Intel Reader has completely altered Paul’s learning experience. At the click of a button Paul’s academic achievements have been the result of a lot of hard work and determination. “It was an emotional and physical struggle for me but it doesn’t have to be that hard anymore for people with dyslexia. Having access to the Intel Reader takes away the difficult part of being dyslexic in a click. Intel did its research, which means I can do mine.”

We hope that the lucky recipients of the Intel Reader are able to capitalise on the fantastic technology like Paul has. For more details please email reader@careinnovations.com

Paul Grove
Another Way.

By Jacqui Flisher.

At the 2011 BDA AGM and Members’ Day in Oxford, I was fortunate enough to be able to attend the workshop given by John Mackenzie on the topic of ‘Dyslexia and the Law’.

John was describing one of his recent cases and he said something that struck a chord with me. Although the majority of the cases he is involved with result in the claimant being successful and obtaining compensation, for many and varied reasons, it can also all too often sadly signify the end of someone’s career.

Rather than leaving employees with little or no choice but to resort to litigation, wouldn’t it better if employers took a step back and assessed how the considerable gifts and talents inherit with the dyslexic thinking/learning style could be put to good use?

This reminded me of the time I went to visit the supervisor and HR director of one of my dyslexic clients, who I shall refer to as Roger - (not his real name). Roger was severely dyslexic, but had amazing visual-spatial skills and was ideally suited to the job role he performed - as a packer.

Having very skilfully packed the equipment into the box or boxes, it was at this point that problems would arise. Firstly because it was also part of his job role to produce the label that was to be attached to the box; the recipient’s name and address had more often than not to be deciphered from a scrap of paper which contained someone’s illegible handwriting. The second obstacle was that most of the equipment was destined for China, to be sent to addresses that were probably nearly impossible to pronounce, let alone to try to spell, even for a non-dyslexic.

Roger had no need for a tape measure to decide which box would be most suitable to house the particular piece of equipment. Likewise he would know just how much protective material would be required to keep the equipment free from damage whilst in transit. His dyslexic thinking style allowed him to do this task easily and intuitively.

Sadly his employer only saw the things that Roger found hard to do, not the things that he could do really well. It was at this point that I reminded his supervisor and HR director of a fact that they had totally overlooked. Using his unique spatial abilities, Roger could easily pack into one box, what his non-dyslexic co-workers would probably spread over two or three boxes; he was in fact saving the company thousands of pounds each year in courier and packaging material costs, a fact that had gone totally unnoticed. When his employer finally got round to appreciating the things that Roger could do, it was then obvious to them just how cost effective his contribution to the company was. It was just that no one had ever bothered to find out or think about it.

If more companies looked at cost effective ways of supporting their dyslexic employees, then life would be so much better not only for the employee, but their company who could reap the benefits as well.

Police forces often get a bad press with regard to their dyslexic students or employees. I have had the privilege for a number of years to hold the contract with my local police force to provide specialist dyslexia help and support to student, probationary police officers and PCSOs. Since it cost around £10,000 to train a student police officer, by putting in the support for those dyslexic officers who may be struggling, then they are able to help those who may well have given up part way through their training.

There have been occasions when the two or three hours I initially spend with student officers is all that has been required. Having explained why they struggle with some aspects of their course and police work, they then have a better understanding of themselves and their unique thinking/learning style. Having realised they are not stupid, unintelligent or any other untruths that they may have been brain washed into believing as a child or growing up, then I have literally seen these students blossom and go on to successfully complete their studies and become confirmed police officers, even without further help from me.

Of course not all students will make it as police officers, but I can rest assured that they will be able to take the skills and help that I have been able to provide with them into their future job roles.

Having gone down the litigation route in the past, then this particularly enlightened police Force has stepped back, looked for and found that simple cost effective solution.

Jacqui Flisher is a qualified teacher of adults, dyslexia specialist and is Specialist Student Support Tutor for Thames Valley Police. She runs her own dyslexia consultancy and can be contacted by e-mail: info@a-new-way.co.uk.
Looking Beyond Disability.

By Chris Randall - Senior Communications Executive, Remploy.

Cleveland Barnes was almost speechless when he discovered he had landed a life-changing job with McDonald’s, the fast food restaurant chain. ‘I just couldn’t believe it,’ recalls Cleveland, who had been unemployed for a confidence sapping 23 years.

The 52-year-old from Shard End, Birmingham has dyslexia and literacy issues which, as he movingly explains, badly damaged his self-belief and blighted his efforts to find work for more than two decades.

‘As a child I moved around a lot. I was in a Barnado’s home and I was never in one school for very long. As a result my dyslexia was never diagnosed. Nobody knew what it was then and you were pretty much left alone. I left school without any qualifications and with serious literacy problems.

‘At first I could get jobs easily enough in factories. But once people wanted me to fill in application forms, the problems started. The paperwork finished me. My confidence spiralled downwards.’

‘What really made a difference was finding someone to listen to me. That took time and I was in my late forties before my dyslexia was diagnosed. I got one-to-one support and an action plan from Remploy in Birmingham.’

‘At first, I was nervous about going to Remploy. I didn’t think I could do it. I didn’t think I could read. I was like a mouse. I frequently wanted to walk out but I stuck at it and one day, I decided to stop hiding my dyslexia. Just making that decision gave me a little more confidence.’

‘Even then I could tell employers weren’t interested. You can tell from the body language. They said they’d help with the forms and get back to me but they never did.’
‘When Remploy suggested that I apply for work at McDonald’s, I didn’t think I could do it. It involved keeping the place tidy. But my advisor at Remploy reminded me how I’d helped clear up after an event at the Birmingham branch. It was a simple thing but it made me think.’

‘When I got there, they showed me what to do. There were no papers to read or forms to fill in. I clean, tidy and help customers. I’ve won an employee of the year award and the office gets a lot of emails from customers praising me. They say I bring the customers in but I’m just being myself.’

‘The job has made an enormous difference to my life. It has helped me be more independent. Before I was diagnosed, before I got the job, I used to get really depressed but not now. I’m very happy where I am and I like the variety of the job.’

Cleveland’s story is not unique. Long-term unemployment disproportionately affects disabled people and frequently results in isolation and a loss of self-esteem, a situation Remploy’s specialist Employment Advisors at 64 recruitment branches and offices across the country are familiar with when they sit down with candidates for the first time.

At Remploy’s Birmingham branch staff quickly identified Cleveland’s development needs and provided him with vital one-to-one support. A tailored action plan included help with writing application forms and advice about interview techniques.

The preparation paid off when, after a successful work trial, he was offered a permanent job at McDonald’s, Chelmsley Wood - Birmingham restaurant, where he has been working for more than a year.

‘Customer service staff are the first people customers meet, so it is a very important role,’ says restaurant manager Jason Keily. ‘Cleveland’s attention to detail and service skills have led to customers making return visits. He always goes the extra mile.’

Last year Remploy found more than 20,000 jobs for disabled and disadvantaged people, compared with 10,600 in the previous year – an increase of almost 90 per cent. In the West Midlands the number increased by more than 50 per cent with 3,202 jobs found compared with 2,070 the previous year.

‘It’s a remarkable achievement in a tough economic environment with high unemployment and is a tribute to the extensive relationships we have with employers,’ says Gareth Parry, Remploy’s Regional Director of Employment Services in the West Midlands.
Brown’s School provides intensive support for pupils aged 6-16 years who have specific learning difficulties and social communication problems. A lively, creative and technical curriculum boosts confidence and promotes enquiring minds.

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The Impact of awareness raising workshops and assemblies on primary school children.

By Kirsten Duncan and Caroline Bingham

As two primary school teachers we were only too aware of the general lack of knowledge and understanding of how dyslexia can affect the lives of many. We felt that as part of the school curriculum, disability generally was not discussed in the same way that diversity of religion, race and culture were. Bearing in mind there are a significant number of children within schools who have some form of additional support needs, it would therefore seem important for pupils to have a greater awareness of the challenges others may face, without making reference to specific children.

In addition to our professional roles with regards to additional support needs, we are both also parents of daughters with dyslexia. In primary school, one of our daughters was concerned that if peers knew about her dyslexia, they would think she was stupid. This, coupled with the personal experience of how the public react to the behaviours of a son on the autism spectrum, led to us considering how awareness could be raised within schools.

We decided to embark upon a piece of research, through the General Teaching Council Scotland (Teacher Research Programme) which aimed to establish the impact of workshops and assemblies on primary school children’s awareness of dyslexia (and ASD).

Firstly, we sought the opinions of parents of dyslexic children and the children themselves. 100% of parents questioned believed workshops would be of value, with comments such as: I believe that an explanation on the subject would increase awareness and an appreciation of the problems faced by children with Dyslexia. One child was also keen for others to have a greater understanding, stating:

My handwriting is slow, I want to do my best people should know that it takes me longer to read and write things down and I can’t see when I make spelling mistakes.

We asked parents/children to share their experiences of bullying, misconceptions of intellectual ability and self esteem issues due to a lack of others’ awareness and understanding of dyslexia. 44% of parents claimed that their child had experienced bullying and 78% maintained that their child’s self esteem had been affected, and not just at school:

His embarrassment about his spelling, which is very poor, led to him leaving cubs as other boys in his Six were laughing at him anytime they had to do written work.

Having gathered this evidence, we then designed a questionnaire to establish the views of parents/carers and children from 9 schools, within 4 local authorities. This explored their understanding of dyslexia. The children, from Primary 4 – Primary 7 (Years 3-6) then participated in workshops, developed by ourselves, and presented their learning at a whole school assembly. Their knowledge and understanding of dyslexia was then reviewed via a follow up questionnaire. Some of the pupils questioned attended the assembly only and their learning was compared to that of those attending the workshops.

As we wished to explore both positive aspects as well as challenges faced by those with dyslexia, we began our workshops with a look at famous dyslexics. Children had to guess what groups of actors, musicians and sports personalities had in common and were amazed at what some had achieved despite their dyslexia. The children, from Primary 4 – Primary 7 (Years 3-6) then participated in workshops, developed by ourselves, and presented their learning at a whole school assembly. Their knowledge and understanding of dyslexia was then reviewed via a follow up questionnaire. Some of the pupils questioned attended the assembly only and their learning was compared to that of those attending the workshops.

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challenges associated with dyslexia. The visual aspects were then investigated by children trying to decipher blurred words, in addition to experimenting with fonts and colours.

Through discussion, children acknowledged the difficulties this may cause during a reading group and, in the plenary, often cited that they would give a peer more time to read a word rather than impatiently saying it for them. Again, we wanted to highlight the positive aspects of dyslexia which we did through children's participation in lateral thinking puzzles. This highlighted the fact that many dyslexics are creative and can 'think out of the box'. Pupils were then given an activity to complete, matching famous dyslexics with the barriers they faced throughout their lives.

Finally, drama was used to consider self esteem issues brought about by instruction overload! The day was concluded with an assembly which provided the opportunity to deliver the key points of the workshops to the whole school.

Before taking part in workshops and assemblies, 28% of pupils claimed to have no prior knowledge of dyslexia. Although some stated that they knew the meaning of dyslexia, they demonstrated a limited breadth to their knowledge, with one child enquiring: Does it mean someone who uses bad language?

Following participation in workshops, all pupils reported that they knew something about dyslexia. There was a significant increase in knowledge and understanding in the upper years, following attendance at the assembly only, e.g. 44% of Primary 4 pupils initially claimed they knew nothing of dyslexia, which then dropped to 0% after the assembly.

Likewise, a notable increase was observed in the early years, e.g. 73% of Primary 2 pupils initially claiming they knew nothing of dyslexia: this figure dropping to 28% after the assembly.

The vast majority of children participating in the workshops shared their experiences with their parents/carers, with one parent commenting: …the workshops have opened up a lot of discussion with my daughter. She found them fascinating and thoroughly enjoyed learning so much. Thank you.

Similarly, a significant number of pupils attending the assembly only, shared their learning with their parents/carers. The optimum sharing age being from Primary 3-Primary 7.

Workshops participants demonstrated an enhanced breadth and depth to their knowledge and understanding, e.g.

Figure 1. Primary 5 child

Figure 2. Primary 6 child

Teachers were asked to comment on the value of workshops, with one Class Teacher considering that: It would make them more aware of those around them and could cut out bullying/teasing of someone who has a hidden disability.

Additionally, they were asked to note any changes in attitudes and behaviours in the 2 week period following the event. One Class Teacher noted: P6 child not involved in the workshop or questionnaires was very positive about the experience – recognised his dyslexic difficulties and was happy they were being explained to his peers.

The success of the project led us to make a series of recommendations, including similar workshops/assemblies rolled out to all primary schools and as part of the transition process into secondary schools. Subsequently, and throughout the project, parents have requested awareness raising workshops that they themselves could attend. As part of the day’s events in schools, we developed and offered a package of continuing professional development to teachers within these schools.

Our full report can be accessed via the following link: http://www.gtcas.org.uk/professional-development/teacher-researcher-reports.aspx

A final word from a pupil participating in our workshop...

Dear Mrs. Bingham and Miss Duncan, I really enjoyed learning about dyslexia. I now realise that people with dyslexia have trouble with reading, writing and maths. I didn’t know that people with dyslexia are good at puzzle solving, strategy, design and architecture. I thought that vans make was cool, too.

23
Evaluating Complementary Interventions.

Angela Fawcett.

Dyslexia has been recognised for many years but there is still no real agreement on the most effective way to remediate dyslexia. Even well established traditional phonologically based interventions have not proved successful in developing reading fluency. There are also recommendations that we should be focusing on support rather than remediation, and increasing the understanding of teachers and employers, as well as identifying more effective learning methods. From a parent’s viewpoint, they may be concerned for their child's self-esteem, as well as their progress in literacy. These issues make complementary interventions appealing, particularly if they claim to complement traditional teaching by enhancing learning ability.

The ideal might be a benchmarking system so that schools and parents can select the one most useful for their child, but there a number of unresolved issues.

• Not all approaches are evaluated
• Not all evaluations use the same criteria for identifying success.
• Some approaches have been extensively marketed, and some parents presume that media interest means such approaches are successful.

Complementary approaches tend to be individual and not used in the mainstream classroom. Schools use well-evaluated approaches as recommended in government reports, e.g. Rose, 2007 recommended synthetic phonics. However, not all children respond to these approaches and this provides an opportunity for alternative approaches to be marketed. The problem is that training leads to improvements in the area which has been trained, but it is much more difficult to ensure that this generalises to reading skill overall. The most difficult task is to improve children’s standard scores in literacy, because these take age into account, and are often based on irregular words that do not improve with phonological training. Therefore the results from the US National Reading Panel show improvement in phonological skills, but this has not always generalised into accurate reading, nor typically has this improvement generalised into more fluent reading.

This is the background against which complementary therapies should be evaluated but to do this we need to understand what an evaluation involves. We should start with a warning, to recognise differences in the quality of material presented. We all know that advertisements try to persuade us to buy, and although they are monitored they can make claims that are not backed up by solid research. When material is presented on a website, which is not monitored in any way unsubstantiated claims are even more common. Reports in the media, may reflect personal opinion, and be designed to stir up controversy. Reports or books may also be partly based on opinion, and are not peer reviewed. The most reliable information should come from research published in a peer reviewed journal, although even here some journals have a higher impact than others and these are likely to be the best sources on which to rely. It is important to recognise that some material has been evaluated more stringently than others. To make it even more difficult, complementary evaluations that have been evaluated by the promoters are frequently discounted, but it can be difficult to persuade independent researchers to run a properly controlled evaluation, which is expensive and lengthy but can also involve them in controversy.

Controlled studies: the issues.

The double blind placebo controlled study is the gold standard experimental design for evaluating interventions. This is drawn from medicine and used to evaluate how effective new drugs are, and check for harmful side effects. This approach means that no-one knows which treatment the child is receiving, therapy or a placebo. Studies are double blind, to ensure that performance does not improve simply because the child or the experimenter expects this. In some studies, a cross-over technique is used. This means that half the children receive the placebo in the first
set of trials followed by the intervention in the next set of trials. This is ethically sound, because no one is deprived of an intervention thought to be beneficial. A stringent and well-controlled system would mean that not even the trial supervisor would know who received placebo and who received treatment. This approach is appropriate within a medical setting, but less easy to follow to in an educational setting. This has led to considerable debate on whether or not approaches used in the education system are stringent enough, and this applies to both traditional and complementary interventions. It is natural for teachers who are delivering an intervention to know which approach they are using with each child. This means that improvements may reflect the teacher commitment rather than the effectiveness of the intervention.

What can we learn from studying complementary interventions?

Therefore it can be difficult to evaluate therapies objectively and their usefulness may be critically dependent on who is evaluating them. There may be different measures of success and failure, depending on who is evaluating. Parents and children want immediate effects, and may not really care why an intervention works, only whether it does. Many parents see happiness as more important than literacy. Most one-to-one interventions will be fairly effective. Complementary therapies remind us that there are issues beyond the reading and spelling approach used in traditional interventions, which are concerned with progress in school.

Literacy is clearly important for the child in realising their potential. However, complementary therapies focus on the whole child, not just on their achievements. Many approaches claim that they are helping the child to learn more successfully.

Improving the child’s self-concepts, their health with dietary supplements, their language processing, or using coloured lenses to cut down glare and improve concentration, can all lasting effects on progress for some children. Further research would be needed to show whether or not these approaches are actually making changes in the brain. Remember that we are dealing with children who have been damaged by their problems in literacy skills which other children take for granted. Traditional interventions may involve many further hours of trying to struggle with the very skills they find most difficult. Any approach that allows them to undertake these tasks with renewed energy could be said to have made some contribution.

The way forward.

We need better ways to evaluate the effectiveness of these interventions in order to allow parents to have informed choice. In order to evaluate complementary interventions, effectively we need to set up a system of benchmarking. Here we consider a number of ways to measure change, which show whether or not intervention has been successful.

a. Improvement in literacy and skills
   - Standardized tests
   - Curriculum based tests
   - Underlying skills

b. Improved engagement
   - Quality of life – self-esteem and confidence
   - Behaviour and motivation
   - Attention

c. Costs
   - Financial
   - Time for parent/child
   - Time for teacher

d. Persistence over time
   - Effectiveness after six months
   - Effectiveness after one year
   - Continued improvement

e. The strength of the evidence
   - Anecdotal
   - Case studies
   - Pre- and post-group evaluation
   - Controlled cross-over study
   - Double blind placebo controlled.

In the proposed system, all the elements above should be included in this evaluation, remembering that standardized tests may be the last to show improvements. Different interventions are available, and there may be different reasons why they work. Complementary therapies differ from traditional interventions because all allow children a fresh start. Rather than expecting to fail (again!) in literacy each child starts with a clean slate and tries to improve his performance pitting himself against his previous attempts in a series of relatively novel tasks. However, in using these techniques, both parent and child are subscribing to a belief system, which suggests that this particular intervention could be the answer to their difficulties. The effects on motivation to succeed must account for at least some of the success of these complementary approaches. But remember, there is no such thing as a cure for dyslexia, complementary approaches can be expensive and they should always be used in conjunction with good teaching.
Guidelines for Submission of Articles/Items for the B.D.A. Professional Supplement within Contact Magazine.

The Editorial Board warmly welcomes contributions from all those working in the Specific Learning Difficulties field or with an interest in this area. Articles can relate to teaching experiences, teaching suggestions, assessment, the work place, reports of personal research such as MAs or PhDs, reports from courses or conferences or reviews (of books, materials, ICT, videos etc.) These can be concerned with S.p.L.D. across the age ranges.

**Guidelines for Submissions:**

1. Articles can be of any length (250-3000 words).
2. Please send articles preferably by email, as an attachment, or on a disk in a WORD document format, font: Arial size 12 in black and white. If you do not have a personal computer, we can accept clear handwritten articles. Please send contributions marked for the attention of Contact Editor via the email admin@bdadyslexia.org.uk entitled 'For Contact Professional Supplement'.
3. Any illustrations including photographs can be scanned into your document or sent on plain white A4 photocopiable paper. Graphs, photos and tables etc. can be included in WORD as an email attachment or sent on disk/C.D. or as a hard copy which can be photocopied or scanned.
4. Reviews should be as objective as possible, to give an accurate picture.
5. Readers may be mainly professionals working in the S.p.L.D. field and articles will be selected to reflect a wide range of relevant interests, age ranges and sectors.
6. Resources (books, websites etc.) cited should include details in full, including author, publisher, I.S.B.Ns and correct websites or email addresses.
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8. Your name, e-mail address and telephone number should be on the contribution sent. Contact details (e.g. professional postal address, e-mail and or telephone number) may be included at the end of the article if you wish when it is published.
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10. All articles/materials for review are posted at the sender's own risk and cannot be returned.
11. Articles will be acknowledged on receipt.
12. Submission of articles does not automatically guarantee inclusion in any publications of Contact. For individual queries or guidance on writing articles please contact the Editor, whose decision is final through admin@bdadyslexia.org.uk

**Dyslexia Practitioner Editorial Team:**
Dr. Kate Saunders, Dr. Rebecca Larkin, Julia Carrol, Professor Ian Smythe, Professor Angela Fawcett.
An amazing feat.

Brian, a sprightly septuagenarian, inventor, mechanic, car builder and – racer discovered only a few years ago he was dyslexic. How? A friend recognised some symptoms and characteristics as positive indicators of dyslexia and introduced him to the software program Touch-type Read and Spell (TTRS). Up till then he had only ever read one book in all his life from cover to cover viz. ‘Hawaii’, (about its indigenous population, savages). And that took him ages.

When Brian left school at fourteen he could hardly read or spell. ‘I did not have any education. Dyslexia was not understood. I was called lazy although I worked my butt off. The only thing I was good at was technical drawing,’ Brian remembers.

‘It was the done thing in those days to follow in Dad’s footsteps.’
So, Brian started to work for his Dad in the garage: sweeping floors, clearing up and getting filthy dirty. In fact, he soon took up a 5-year apprenticeship and thrived.

Eventually Brian and his brother took over the garage. Brian also designed a brand new car which took him three years to build and it was named ‘Playford’. He sold it for next to nothing some time ago and it’s now worth a fortune! After a long life of working in, on and under cars Brian retired. He pottered in the garden mostly and always kept himself occupied, but not with reading, oh, no!

Until….. the day Brian discovered TTRS. Although he was sceptical at the beginning, he kept telling himself ‘nothing ventured, nothing gained’. He thought of victory and pride and visualised he could succeed. He recalled his Dad saying, ‘Overcome every problem, son, for problems change your life. And if you need to do something, do it as well as you can.’

Armed with those words of wisdom he launched himself full heartedly into the home use touch-type program. As a matter of fact, he seemed to take to it like a duck to water. He persevered; practised half an hour a few times a day, making slow progress at first, but getting better and better as he moved on.

He loved to see the scores improving as well as the words per minute rate. But above all, he discovered that he could handle words magically all of a sudden! He learned to break them up, recognised whole words that appeared frequently and even learned to spell those words and use them to make notes. Then he decided to pick up a book again and he could actually read it easier than ever before. He even started reading to his wife. ‘TTRS has changed my life’, he smiles.

Since he has developed some physical problems lately, which prevent him from working long hours in his beloved garden, he can now take a break after half an hour and….. pick up a book to read. Now Brian can no longer imagine a day without reading. ‘…..I would go mad without reading; books will get me through old age! If you do not read you do not live. Most information comes to you through reading. I read about topics that really interest me deeply. I’ve so far read over 70 books and amongst them are some with hundreds of pages; he maintains proudly.

‘And so we should! You can also view Brian on YouTube: [http://www.youtube.com/ttrsuk#p/a/u/0/4iKaqiTLD8Fg](http://www.youtube.com/ttrsuk#p/a/u/0/4iKaqiTLD8Fg)

(For results about a scientific research project carried out by the author with SpLD pupils at an Inner London primary school using the above program to improve literacy, self confidence and self esteem, go to: [http://www.ttrs.co.uk/research](http://www.ttrs.co.uk/research))

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To find out more or to arrange an appointment to visit us then please contact the Secretary: Northease Manor School, Rodmall, Lewes, East Sussex, BN7 3EY 01273 472915 office@northease.co.uk www.northease.co.uk
David Fulton: A tribute.

A leading light in educational publishing who will be sorely missed.

We were very sad to hear of the death of David Fulton in December 2011. All of us at the British Dyslexia Association send our deepest sympathies to his family.

David started David Fulton Publishers and built them up to be one of the UK’s leading publishers of books for initial teacher training courses, continuing professional development and for special educational needs teachers.

David Fulton Publishers provided a wide range of support for teachers and educational professionals as well as classroom resource materials.

David worked with the B.D.A. on our series of books focusing on dyslexia in education, which were first published in 2003. This series of seven books covered maths, English, history, science, foreign languages, design and technology, drama and physical education.

Rosie Wood, member of the Board of Trustees, worked with David on a number of projects during his time with the B.D.A.

“As a publisher David was before his time; he published many of the early practical resources for working with dyslexic pupils which were so desperately needed by teachers in the everyday classroom.

As a colleague David was ever courteous and helpful. We served on the Supporting Corporate Members committee together and David was Vice-Chair when I was Chair. He was a pleasure to work with, always generous with his time and energies and dedicated to the idea of organisations like his own joining the B.D.A. A busy and successful business man he always managed to turn up at meetings and was a source of quiet thoughtful expertise.

One of life’s gentlemen.”

In 2006 Routledge Education purchased David Fulton Publishers. They paid tribute to the work that David did in the world of educational publishing.

“It was with great sadness that we heard the news of David Fulton’s recent passing away. David Fulton was a truly innovative publisher, with great vision and enormous empathy for the teaching community. We send our sincere condolences to his wife Pamela and his family.”

Dr Lindsay Peer CBE, who has both edited and contributed to previous editions of the B.D.A. Handbook and co-authored the first book of the series published by David was very sad to hear of his passing.

“David was very supportive indeed of the BDA - financially through his publishing company and also as a trustee. He was very encouraging of all those who wished to contribute to the world of special needs and really made a difference. His honorary degree from the University of Northampton was well deserved.

A true and modest gentleman.”

David was an excellent publisher and a wonderful man. His passing is a great loss to the world of educational publishing and we shall miss him dearly.

Sources:
http://www.routledge.com/teachers/
Strategies for the Information Technology Age.

E.A. Draffan at B.D.A. Technology Conference.

Nielsen, a well-known research organisation, has predicted that this year smartphones will exceed the normal feature phone and that the sales of mobile phones will exceed those of computers. By 2013 Gartner predicts that most of us will be viewing webpages on our mobiles rather than on laptops. Whether they change the size of the screen on mobile phones and allow us to adapt the interface has yet to be seen!

Searching.

Looking at the new onscreen trends, it seems that we can now search webpages via their screen images, e.g. RedZ. We can dictate into our mobile phone and Google will find the website Dragon/Google Voice Search, Dragon Dictate, Dragon Remote and Web Reader £1.49 for iPhone or Google Search and new IVONA Text-to-Speech HQ Voice, or SVOX (£1.94) for Android.

Time keeping.

To prevent us spending too long surfing the web we can always set up our mobile with a series of built-in alarms, stop watches and digital talking timers! It is worth checking what is built into your phone before you look to see how many apps can solve your time thinking problems. (Daily Reminders for iPhone (Free/59p*): A very simple notification pad for daily tasks or Life Reminders for Android.

Notes.

Note taking on a mobile phone is not very easy, although there are several sticky note applications available. It is probably best to synchronise your text from your computer to your mobile phone and Evernote is one of the best ways of doing this. However, it may be easier to use the sound recorder, although it’s important to remember that you cannot go on talking for ever if your phone is short on memory and older phones tend to only take 30 minutes of a recording. Another way of taking notes is by making use of images such as screenshots from a white board or poster. Finally you can always send an e-mail to yourself. If you’re reading an e-book. It may be worth checking that your reader allows for keynote highlighting, bookmarks and annotations or additional notes as is the case with iBooks.

e-readers.

There are so many e-readers available such as Stanza, Kobo, Blio etc. It’s worth noting that it is possible to take an image and convert it to text. Most e-readers allow for font size changes and some offer a change the colour of the background and orientation from portrait to landscape. Image to Text is a free app.
One day training courses
For Information & Booking
website www.workingwithdyslexia.com
email: info@workingwithdyslexia.com
Tel: 020 7820 1970 & 020 7982 6117

Diagnostic Assessment
FE/HE (for the DSA) and Workplace
Adult Assessment & Identification of SplDs
Tests, Profiles, Interpretation, Case Studies & Report Writing
Tuesday 13 March & Monday 11 June 2012. London
Tuesday 22 May 2012. Manchester

Exploring Dyspraxia and AD(H)D
For SplD assessors and specialist tutors. Assessment & Support
Wednesday 14 March & Friday 15 June 2012. London
Wednesday 23 May 2012. Manchester

Dyslexia in the Workplace
For dyslexia professionals & those who wish to develop
skills in assessing and training dyslexic employees,
and in advising employers on good practice.
Monday 12 March & Wednesday 13 June 2012. London
Thursday 24 May 2012. Manchester

Dyslexia and Mathematics/Numeracy
For mathematics and numeracy teachers, specialist teachers and
support staff, particularly in relation to secondary and FE levels
Friday 18 May 2012. London
£140.00 including light lunch & refreshments

MOON HALL COLLEGE
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LEIGH, REIGATE, SURREY RH2 8RE
A specialist CReStEd DSP
dyslexia school in the grounds
of Belmont Preparatory School
• Weekly boarding available
• Focus on literacy and
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One day training courses
For Information & Booking
website www.workingwithdyslexia.com
email: info@workingwithdyslexia.com
Tel: 020 7820 1970 & 020 7582 6117

ADSHE Annual Conference 2012
Details to be announced
Thursday June 21st 2012
Friends House, 173 Euston Road, London NW1 2BJ
To book go to our website www.adshe.org.uk or
e-mail: adshedyslexia@yahoo.co.uk

The Association of Dyslexia Specialists in Higher Education (ADSHE)
was set up to share knowledge and inform good practice in working
with students with dyslexia, and other SplDs in Higher Education.

ADSHE aims to:
• Work towards establishing parity of provision so these students will
  be assured of appropriate support throughout the HE sector
• Establish commonly accepted codes of good practice
• Allow members to share experiences and overcome feelings of
  isolation
• Provide CPD for members

ADSHE has expanded its influence significantly and now has
an active role in addressing relevant issues at a national level.

There are ten regional groups which meet regularly throughout
the year. In addition to our annual conference we hold other
training events.

If you are working with students in Higher Education please get
in touch with us.

A Special Educational Needs
Legal Service for Children
Principal Solicitor: Melinda Nettleton LLB
Regulated by the Solicitors Regulation Authority
Member of the Education Law Association

Parent of a child with a Statement
A sympathetic and understanding approach
to your child's situation

Legal Guidance on Assessments, Statementing,
Social Services Provision including Core Assessments & Care Plans
Disability Discrimination Appeals, Tribunals, School Admissions,
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Affordable fees. Payment options available
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3-4 Forbes Business Centre, Kempson Way
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Tel: 01284 723 952 Fax: 01284 702 008
Email: manager@senlegal.co.uk
www.senlegal.co.uk
I.C.T. news.

Jean Hutchins.

Assistive Technology.

British Assistive Technology Association

BATA agrees that we need stops in A.T. to make Text to Speech (TTS) software say it as letters and not as the word ‘at’. TTS says ‘batter’ for BATA and so do members in the north of England, whereas people in the south of England say ‘barter’.

http://www.bataonline.org/

B.D.A. Technology Conference

Two L.D.A. helpliners said they wished they had known about Craig Mill’s collection of free A.T. software in My StudyBar for particular recent enquirers. http://eduapps.org/

E.A. Draffan was too modest to mention her EmpTech (Empowering Technology) database web with information about hundreds of A.T. items, free and purchasable.

http://www.emptech.info/

The speakers concentrated on A.T., but the publisher workshops included Learning software as well. It is good news that White Space Phonicshark is available as a resource to support the teaching of synthetic phonics in the Department for Education 50% match-funding for schools with Key Stage 1 pupils.

http://www.wordshark.co.uk/Phonicshark4.aspx

And Wordshark was used in a five year Scottish school project, which improved spelling skills. http://tinyurl.com/bt3oboa

Public Libraries.

Birmingham Adult Dyslexic Group (badg) members took part in a video about their experiences of libraries. It is part of an online moodle short course for library staff wishing to increase their awareness of dyslexia and the needs of people with dyslexia when they are using libraries.

This course was launched at County Hall, Leicester, in 2010 by NIACE, (National Institute of Adult Continuing Education) and part funded by JJ Charitable Trust.

The video is on the badg Facebook page.


iBooks and Stanza support VoiceOver interactions for text to speech on the iPhone, Moon+ Reader supports txt, html, epub, zip, opds with control of colour, line spacing, font size, orientation on the Android.

Write on your mobile.

If you are really wanting to write on your mobile, you can use Evernote, and DocstoGo (£6.99). Premium version £11.99) will synchronise with Word documents. WordPress allows you to write a blog and MediaWiki provides you with the chance to collaborate over a wiki!

So the Information Technology Age has gone mobile!

Items are free unless a price is given. A version with links is on www.BDAtech.org web
Dyslexia friendly aspects of mainstream items.

**Kindle**
The new Kindle is cheaper, but will not have Text to Speech or a keyboard, so it will not be as dyslexia friendly as the current model.

**Give iPads or ban them?**
An Education act granted Royal Assent on 15 November 2011, allows teachers to search pupils and their belongings for items including mobile phones, iPods, iPads, MP3 players and other electronic gadgets if the schools have banned them.

However, some schools are giving mobile devices to their pupils for constructive use. One example is in Cornwall. *Mounts Bay school in Penzance*, is about to provide all pupils with iPads. Education bosses justified the cost by insisting the iPads would develop ‘world class learning’ and cut down on the cost of textbooks.

It is good for dyslexic pupils to use the same equipment as their peers, and to be able set their own preferences within it: font style, size and color, background color, and to use its Text to Speech if they wish.

**Navigation in PDFs and Word.**
It is very helpful to have **Bookmarks in PDF files**. They provide a linked index which can be set to be visible on opening and in view all the time. You can set them by formatting headings in Word and InDesign before creating PDF files.

Word 2003 and 2007 had **Document Map**, accessed in View. In Word 2010 it is called **Navigation Pane**. When selected with a tick, it will show on opening all documents. Set Headings in Styles to make your index suitable. You can create or move sections in your document like a concept map.

If you do not organise them in your documents, they may show faultily for other people.

Look at all PDF and Word files that you access and ask the publishers to provide bookmarks and navigation pane entries to help dyslexic people and others to navigate them more easily.

**B.D.A. Publications.**
We are making progress with the accessibility of B.D.A. publications. We now have:

1. A better contents page in the printed document.
2. No adverts in the middle of articles (let alone in the middle of a sentence or even in the middle of hyphenated words!)
3. Stops to aid Text to Speech pronunciation of sets of initials if they have vowels but you do not want them spoken as words, e.g. N.U.T., H.E., F.E., A.T., A.D.D.
4. More accessible PDF and Word versions, one like the printed version, and one freeflow for setting your own preference. We are likely to have ePub and Mobi versions for use in mobile devices, and perhaps QR codes on the printed copy for scanning with smart phones.
5. Plans to ask advertisers to provide accessible text content.

B.D.A. helpline and B.D.A. New Technologies Committee often have questions from publishers about how to provide for dyslexic readers.

See More Questions on [http://bdatech.org/contact/more_questions/](http://bdatech.org/contact/more_questions/)
West Berkshire Dyslexia Association (W.B.D.A.).

We are a very small Local Dyslexic Association and hence we were on the verge of closing last year (2010) however, we got in touch with Arran Smith from the B.D.A. and he kindly came to our workshop on Saturday 18th September 2010, to talk to all our members about how we could move the W.B.D.A. forward, plus asking questions about the B.D.A. Membership. Arran suggested an Open Evening to let people know about the W.B.D.A., as well as trying to recruit new parents, teachers and pupils.

As a group, we took on the idea of an Open Evening and it was set for Thursday 25th November 2010. We had arranged for an ex-teacher of the WDBA who is also a qualified Speech and Language Therapist to come and do a talk on Speech and Language Difficulties in Children with Dyslexia. In order for the W.B.D.A. not to close, we asked pupils and parents to write a little bit about how the W.B.D.A. has helped them and some ex-pupils were contacted too for their comments; all comments were put on display.

Although, we did not have a huge number of people, the evening was a success. Lyn Hunter talked about Speech and Language Difficulties in Children with Dyslexia. One young lady (Clare) who attended W.B.D.A. for a number of years and is still being taught by one of the Dyslexic teachers privately, listened to the talk intently. After the talk, Clare spoke to her Dyslexic teacher and asked if she could say some things about being dyslexic; she felt the talk was about her. Her teacher and other members of W.B.D.A. agreed.

Clare bravely stood up in front of everyone and this is what she said:

‘I want to talk to you about what it is like being Dyslexic. The talk we have just listened to makes me feel it was me you were talking about. This leaflet (the Blue one from B.D.A. – 1:10 are Dyslexic) I didn’t realise there were so many dyslexic people out there. School has been my biggest nightmare. I didn’t get any help in Primary School and never felt part of the lesson or part of the class. I often had to go and work with Year 5 instead of Year 6, sometimes sitting outside the classroom, and working on my own. This was often in Maths which I still find very hard to do. I was always thinking ‘Why am I the one left out?’ I was only allowed to learn the 2x, 5x and 10x times’ tables.

I had lots of people come to see me (External Agencies, Educational Psychologist, etc) but no help came. By Upper Key Stage 2 my confidence began to drop. I did SATS in English and Science but I wasn’t allowed to the Maths one – once again I felt left out because I was the only one not doing that test. I used to go to Brownies which I enjoyed but when I had to move up to Guides there were no places available and my confidence dropped again and I started to have friendship problems. My mum kept asking for a statement for me but I never got one which I think was wrong.

As the leaflet says ‘Dyslexia is a Hidden Disability’, so if your disability can be seen, you get help, if it can’t be seen you don’t get the help! Teachers weren’t helpful at school; they focussed on the more able children. I would’ve liked to have gone to a Private School for Dyslexic children but my parents couldn’t afford it because I think children get the right help there for each child.

I wanted to go to a different Secondary school to get away from my friendship problems. I wanted to make a new fresh start; I knew it was my choice and I had to make new friends. Year 7 was hard because I had to introduce myself to everyone and found it hard to make new friends. I asked lots of questions because I needed reassurance that I was doing the right things. One good thing about Year 7 was that I moved up a Maths group. I found projects really hard to do because I couldn’t organise myself and the work I needed to do, it felt like an ‘overload of learning’. I was very reliant on my parents and there was a lot of shouting in our house. I wish I could have been more independent. My parents tried to get another statement for me but this was turned down, so they went to a Tribunal but it was turned down again. I think it was because Secondary School said I was doing well.

I felt more comfortable in Year 8 and I was making progress in all subjects, especially English and Maths. But by the end of year 8, I was told our school was taking part in the pilot scheme to study GCSE’s a year early, therefore, this ruined my learning. I didn’t know
which options to choose and I felt I was being pushed. I was advised not to do History, Geography and Drama because there would be too much writing for me! I loved History! I was put into a lower ICT group; it was assumed that I wasn’t capable of a higher group.

In year 9, I lost a lot of confidence. I enjoyed some new subjects like textiles but would’ve liked to have carried on with others. I believe a support teacher for Maths would have been really good. I needed reassurance all the time in all my subjects.

Things didn’t get any better in Year 10; I just had lots of work to try to organise and try and cope with school every day.

In Year 11, I still find Maths hard to learn and remember. I feel I am always being pushed. Assembly is always about doing your best and your grades. My best is not good enough to get good grades. There is no place to hide, no support and no proper guidance in schools. I just wanted to tell you what it is like being dyslexic!’

Needless to say, everyone had a lump in their throat after Clare’s talk, she was extremely brave to stand in front of everyone and say everything she did. Clare feels very let down by the Education system and does not want other children to struggle with school life the way she has.

Clare’s tutor commented that Clare has a lot of strengths as well as weaknesses. The tutor admitted that Clare does find English and Maths difficult, especially Maths but she has made good progress in both subjects and is continuing to do so. She asked Clare to tell everyone what subjects she is studying at school for GCSE, she replied ‘Textiles, photography, Health and Social Care’. Her tutor then asked her to tell everyone what grades she is predicted for the end of the GCSE’s. her reply was ‘Health and Social Care B, Textiles A and Photography A’. This was met with a huge round of applause.

Clare’s tutor also commented that Clare has overcome many difficulties and come an awfully long way in her learning. She needs to be proud of what she has done with her life so far, in the same way we are all proud of her.

Clare is currently making a garment in GCSE Textiles related to Dyslexia; I will let you know more about this when it becomes available.

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**Become a parent champion and make a difference to a family today.**

The Dyslexia-SpLD Trust is launching an exciting initiative to recruit a national team of Parent Champions. It’s looking for volunteers who are passionate about helping parents and carers with children with dyslexia and other difficulties with learning – and can give an hour a month to help families in their local community.

“Our Parent Champions will play a vital role because they understand the challenges Mums and Dads are facing. We’re not looking for experts. We’re looking for people who care - who know what families are going through and can offer support at a time when many parents feel isolated.” says Tim Mungeam (CEO Springboard for Children and partner The Dyslexia-SpLD Trust). “We want our Parent Champions to be our voice in the local community - to spread the word about the latest information, expertise and resources available through The Trust. We want them to be our ears in the local community – to tell us about the issues that Mums and Dads are concerned about so that we make sure we’re supporting families in the very best way possible. Most importantly, we want them to be our heart in the local community and to be someone that other parents can talk to so that they know they are not alone. This will help to give Mums and Dads the confidence to make the right choices for their children.”

The Trust has already signed its first Parent Champion. “As a mum whose own child has difficulties, becoming a Parent Champion is not only a great way for me to keep up to date with things that could be relevant to him, but also to keep others in my community in the loop and get my views heard by the decision makers operating in this area” (Abida, Parent Champion No 1)
For Parents, teachers and all concerned with Dyslexia

Good Practice Guide for Justice Professionals
by Melanie Jameson
37 pgs A4 format, Published by the British Dyslexia Association and DANDA 2009
Price £8, Add £2 for P&P, available from BDA/DANDA.

Who is this Guide for?
This guide is for those professionals who support clients and users of the Justice System with dyslexia and/or other Specific Learning Difficulties (SpLD). These professionals may include solicitors, magistrates, court staff, members of the police force, probation officers etc.

What is this guide about?
This guide, consisting of six chapters, explains the challenges adults with dyslexia and related Specific Learning Difficulties (SpLD) face:

- Before a court or tribunal hearing, at interviews and in the preparation period,
- During a hearing and cross examination and
- At the post court hearing enforcement period.

The guide describes especially how SpLD may affect vulnerable clients and court users, how professionals may become more aware of SpLD, and how they may accommodate SpLD persons they deal with.

How is the Guide structured?
Chapter 1 unravels what dyslexia and related SpLD is, how these ‘hidden disabilities’ may affect young people and adults especially in justice settings. ‘Disability and Legislation’ is also dealt with.

Chapter 2 describes the implications of these difficulties for the justice system, including one section on litigants in person and another one on legal aid.

Chapter 3 provides specific guidance on interviewing and case preparation, and stresses the importance of a disability assessment report in court cases.

The next chapter entitled ‘Accommodations and Reasonable Adjustments’ emphasises the need for staff training and how to provide support for people with SpLD.

Furthermore, there is a chapter for ‘Law Enforcement Organisations’ that highlights issues and procedures particularly geared towards Police, Probation Services and Youth Offending Teams. It focuses on interviewing duties, especially the implications for police trainers, solicitors and those with welfare responsibilities.

The final chapter sums up the impact of SpLD in a range of justice settings, issues that may arise, how to deal with those supportively and what might be regarded as good practice. Training and continual development for professionals is highly recommended, because SpLD is widespread and failure to accommodate a disability could constitute a breach of disability legislation.

All this is followed by four appendices, viz. resources, accessibilities for written materials, a glossary, and a section on Asperger Syndrome.

To sum up:
In this guide Melanie Jameson has pioneered a practical, clearly signposted pathway to educate and support the justice sector in SpLD matters, because SpLD awareness does matter in court and tribunal settings. Moreover, she certainly practises what she preaches as far as presenting this guide in a dyslexia/SpLD friendly manner is concerned: it’s produced in soft pastel colour, on matt, thick paper, the font is evenly spaced in size 12, bullet points add clarity, block capitals and underlining has been avoided and bold is used instead. Each chapter heading has been explained in brief and many issues discussed have been illustrated in a different shade of colour with a clear case study to illustrate the point in discussion. This makes studying this invaluable, useful and comprehensive guide an easy and even pleasant exercise.

By Eleanor May-Brenneker MA
The eponymous Jake Monkey-Tail is a frustrated young monkey who loves school and tries hard, yet just can’t spell. In his particular case, he finds the letters come out of his pencil reversed, or upside down, or in the wrong order, even when he has tried hard to learn the words. He meets a wise old monkey in the jungle who teaches him to form the letters correctly using some multi-sensory techniques, and after a few months of work is able to get the longed for full marks on a spelling test.

One of my star pupils, Jolyon McKay, helped me to review this book. He could identify very strongly with Jake’s dilemma, and was delighted to see some aspects of his own daily experience with writing reflected in a book. He especially enjoyed Emma Hockley’s bright and engaging illustrations. Jolyon read the book with me, but found a couple of factors made it harder to read independently than it needed to be; it switched from a first person narrative to third person part way through with no good reason and some of the direct speech was a little tricky for a developing reader, as the sentence structure was unfamiliar.

Jolyon would have really liked the book to have an illustration of the whole alphabet in sequence, as he needs a bit more practice to learn his alphabet (unlike Jake Monkey-Tail, who apparently, and a little surprisingly for a monkey with dyspraxic-type difficulties knows his whole alphabet by rote). Jolyon felt that the book made him feel a bit better about not being very good at spelling, but wasn’t sure that it really gave many ideas that he could use to get better at it.

He liked the suggestion of putting sparkly stars on the letters to remind him of which way around they go, but the stars were scattered pretty randomly throughout the illustrations. Using a long tail to shape letters with must be great fun, but is not really a transferable approach to use with a tailless 8 year old boy.

From the teacher’s perspective I felt the book came with excellent intent, and may help some pupils to feel less alone with their spelling difficulties, which is a valid aim. However I did not feel it offered much concrete help. If the book is aiming to achieve any more than this, an appendix for parents with a clearer explanation of practical multi-sensory approaches would be good.

As a teacher who works with children like Jake and Jolyon who have specific difficulties making it very hard to master good writing and spelling, I felt that the book oversimplified the problem, and gave the impression that some intervention could resolve the problem in a matter of months. It would have been lovely to see the monkey teacher learn some strategies to help Jake in the classroom, rather than the problem only being resolved through him becoming “perfect” at spelling.

For some children, becoming “good enough” is a realistic goal, and parents and teachers can adapt the situations to meet them half way. I would be interested to see any of Priya Desai’s books addressing speech and language difficulties, as I suspect with her extensive experience in that field and her obvious good heart, they could prove useful for children and parents.

Review by Jolyon McKay (star pupil, aged 8) and Sue Lilley (specialist teacher)
L.D.A. News.

Dyslexia Awareness Week 2011 in Hampshire

We had a very full and exciting Dyslexia Awareness Week and focused on raising awareness across different sectors of the community.

On Wednesday 2 November our event ‘Positive about Dyslexia’ involved many pupils from Chiltern Tutorial School, Otterbourne, who discussed how dyslexia affects them. This was very moving and the young pupils were honest and frank about their past experiences of dyslexia, but how the future now looked very positive. The event attracted parents and three different schools used it as a (free) in-service training opportunity.

The Adult Dyslexia Network Group was launched on Thursday 3 November in Solent Hotel, Whitely. This group sprang from one of our members who had been on the B.D.A. Mentorship programme and she wanted to start something similar in the Solent area for adults with dyslexia. Andy Fell kindly came along as a speaker and discussed Access to Work. There was a good turn out with attendees from local employers, uniformed services and adults with an interest in dyslexia.

Parents were invited to Basingstoke on Friday 4 November to discuss dyslexia and homework. Requests for help on this topic often feature on the helpline, so we enjoyed providing tips and information about dyslexia in general and maths and spelling in particular. We were very pleased that the Chairman of Hampshire County Council, Councillor Anna McNair Scott (ex B.D.A. Trustee and Hornsby lecturer) joined us for part of the morning to show her strong support for the Association.

We are also very pleased that two of our members submitted poems to the Dyslexia Action writing competition and were rewarded with Certificates of commendation.

A very big thank you to the committee who worked very hard to provide these events during a busy time in the academic year.

Sue McKenna. Hampshire Dyslexia Association. www.hantsda.org.uk

Dyslexia Awareness Week Event in Maidenhead!

The Adult Dyslexia Centre in Denmark Street, held its annual Open Evening ‘Positively Dyslexic’ on 1 November to celebrate Dyslexia Awareness week. The title of the event reflects the positive aspects of dyslexia demonstrated in the members’ paintings, puppets, masks and, yes, creative writing, decorating the Centre's Studio space.

As well as visual art, culinary art was also demonstrated in the delicious buffet created by one of the Centre’s trustees. Performing Arts were also represented in the DVD of the Centre’s masked performance at Norden Farm this summer.

Visitors, who included the Deputy Mayor and Mayoress of Windsor and Maidenhead, local business people and professionals interested in dyslexia, were given a task as they arrived: removing a page from a book and creating their own leaf for the Centre's tree of words. The Centre aims to empower dyslexic adults to fulfil their potential and exploring the arts is a wonderful way of developing confidence.

For more information about the Centre, its services for adults with dyslexia and our Gallery.

Debbie Farnfield. Adult Dyslexia Centre. www.adult-dyslexia-centre.co.uk
Stanbridge Earls School, Romsey, was rated **Outstanding** by Ofsted for care standards in 2009, 2010 and 2011 and also Outstanding for educational provision by the Independent Schools Inspectorate (ISI) in 2010. Stanbridge Earls is an independent day and boarding school for children aged 10-19 with specific learning difficulties, such as dyslexia, dyspraxia and dyscalculia and other associated learning difficulties.

**Geography students act locally, but think globally**

Our Geography students, from the UK and abroad, are encouraged to act locally but think globally because we can influence the present and future as individuals or groups, which can be applied to conservation, recycling, development issues in poorer countries, and many more.

**Vocational Leisure and Tourism or Travel and Tourism courses**

By the end of Year 9 students may have completed their Geography education and acquired a bank of skills linked to knowledge of the major issues around them, on a series of scales. From Year 10 students can choose to progress to GCSE external exams, completing the course in Year 11. Sixth Form students can progress to AS/A2 Geography or consolidate GCSE grades with the vocational Leisure and Tourism or Travel and Tourism courses, which relate more directly to the world of work.

**Access to teachers at all times**

When studying, if students need help to complete tasks they have access to their teachers at all times, in confidence, in person or by e-mail during term time or vacations. They are regularly assessed and can measure themselves against each other and national standards. All Geography students, prep supervision staff and also many parents, receive email notification of weekly class and prep tasks as prompts for their termly and vacation tasks.

**Skilled use of up-to-date technology**

The majority of student tasks are word processed, with students trained to utilise the most up-to-date technology for their own particular needs, using assistive technology for independent learning. All Geography courses require skilled use of the internet for Fieldwork and Research tasks, to source and retrieve data such as GIS systems, to access interactive websites and process the results.

**From a wider educational point of view**

As our students have special educational needs national agencies are interested in links that Stanbridge Earls staff have with exam boards and course writing teams. Our good links with the national bodies responsible for the courses taught at Stanbridge Earls are beneficial to our students, enabling us to compare our approaches and progress against other UK bodies.

**Stanbridge Earls helps students to change their lives for the better**

Headmaster, Peter Trythall, sums up: “Our Geography success indicators are positive; measured by external exam grades and by the number of students who choose to follow the courses beyond Year 9. Many GCSE and Sixth Form students have progressed into higher education or training and careers directly linked with their studies here. At Stanbridge Earls we help our students to change their lives for the better. This is exemplified by one Leisure and Tourism student who, at age 16, was too nervous and shy to telephone strangers, but who at 26, has now achieved the role of deputy manager of a national company’s warehouse operations in London.”

www.stanbridgeearls.co.uk
From this...

I am wondering about you are go missing me & becos, I am missing you and amey and Jace.

To this...

and with the time and things I need. But suddendly end up in a five ski swimming pool, arcada. Suddenly broke up with a slice went to the nearest pub.

CAN HE TALK SENSE
BUT NOT 'GET IT'
ON PAPER

DYSLEXIA

MAPLE HAYES SCHOOL

ABNALLS LANE LICHFIELD STAFFS WS13 8BL Tel 01543 264387

Principal Dr E N Brown PhD MS BA MINS MSC ME FBBP SC CP dyslexia

Headmaster Dr D J Brown D Phil MEd (Psychology of SpLD) MA Oxon PGCE

Corporate Member of the British Dyslexia Association

Approved under the 1996 Education Act as a

specialist dyslexic day school especially for Dyslexic children 7-17 years

Excellent DSE/Edu report Excellent GCSE results

www.dyslexia.gb.com

Meaning, Morphemes and Literacy

Essays in the Morphology of Language and its Application to Literacy

E Neville Brown and Daryl J Brown

Meaning, Morphemes and Literacy takes a retrospective look at the research that led to the establishment and continued success of the Maple Hayes Dyslexia School and Research Centre in Staffordshire. Even today, Maple Hayes is the only school in the world that takes an integrated morphological approach to literacy acquisition.

The book details the theoretical underpinning of the morphological school of thought, along with its application in a range of learning environments, developing the system beyond mere morphology and into an overall theory of language in terms of semantic primes.

Meaning, Morphemes and Literacy  E Neville Brown and Daryl J Brown