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Front cover: A collection of Contact covers from the last 30 years.

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You can use a free downloadable App QR Code Reader on your smart phone to access the page.
The audio files are available on disk from B.D.A. office 0845-251-9003.
**Editorial.**

The very first Contact magazine was created for the B.D.A.’s 10th anniversary and it celebrated the huge achievement of getting dyslexia formally recognised by the U.K. government. It congratulated all the volunteers, Local Dyslexia Associations, B.D.A. members and people in the dyslexia field for the part they played quoting the Warnock Report 1978 which said ‘public awareness of Dyslexia …is mainly due to voluntary effort.’ This was an incredible landmark in the struggle to create a dyslexia friendly society.

Here we are now at our 40th anniversary and recognition and provision for dyslexia has come a long way. The best methods to teach dyslexia children so they reach their potential are known and hundreds of specialist teachers are trained every year. The genetic link is understood and recognised by the majority, and we can identify dyslexia earlier. The reasonable adjustments needed by dyslexic people are now expected to be provided by law in the work place and schools. The B.D.A. is very proud to have been part of these changes.

Of course we still know the huge fight in front of us to get every school dyslexia friendly, to make dyslexia assessments available to everyone and to create a completely dyslexia friendly society. We also know that we can’t do this on our own. Our members, the Local Dyslexia Associations and their members are the reason we have already achieved so much and the force to create further change.

Between the 6th–14th October is Dyslexia Awareness Week and more than ever we need the power of our supporters behind us. We want this to be the biggest Dyslexia Awareness Week yet spreading information and understanding about dyslexia far and wide. This year the theme is Empowering Teachers and therefore the perfect reason to push our Initial Teacher Training campaign [petitions.direct.gov.uk/petitions/20674](http://petitions.direct.gov.uk/petitions/20674). We are running the campaign because we want teachers to be given the skills and tools to be able to identify dyslexic children and to teach them effectively. Teachers are being inadequately prepared and this is both unfair to them and is disadvantaging dyslexic children. We believe that an Initial Teacher Training module on dyslexia will help teachers as well as improving thousands of children’s lives. So please use this dyslexia awareness week to sign the petition, if you haven’t already, and to spread it. Let’s make this dyslexia awareness week make a huge difference to dyslexic children.

We’d love you to celebrate our 40 years with us whether its by attending one of our events, getting involved with Dyslexia Awareness Week or supporting your Local Dyslexia Association because as the first ever Contact said, the B.D.A. is not just the staff in the office ‘it is each member of every local association- in short, you, me and us.’

---

**School calendar is a big hit.**

Pupils at Redhill Academy in Arnold, Nottingham have made their own calendars and they have raised almost £80 for the British Dyslexia Association through sales of the calendar.

We love the calendar, which has pride of place in our kitchen at our offices, and are extremely grateful to all the students and staff who worked so hard in producing it.
Helen Farley to head up Sibford’s support for learning team.

Sibford School has announced the appointment of Helen Farley as head of its support for learning department. Helen, who takes up her appointment in September, was previously head of learning support at Clayesmore School in Dorset where a recent inspection congratulated her for creating ‘one of the most integrated learning support units in the U.K.’

She is a consultant for CReSTeD, the Council for the Registration of Schools Teaching Dyslexic Pupils, and has conducted a workshop for the Special Educational Needs National Conference on the difficulties faced by secondary school pupils with learning difficulties and disabilities.

“Learning difficulties are a complicated issue and shouldn’t be labeled,” said Helen. “Typically a child won’t be just dyslexic or dyspraxic. They will have a range of issues, yet all too often schools make the mistake of focusing on the difficulty rather than the individual inside.

“I believe we need to start with the child behind the difficulty and to ensure that the school as a whole can help them to become the very best they can.”

Sibford head Michael Goodwin said: “We are delighted that Helen is joining us and know that her considerable strengths will make an impressive addition to this already successful department.”

LexAble wins Technology4Good Award.

LexAble, an assistive software company based in Cardiff, is this year’s winner of the Technology4Good Accessibility Award. The award, was presented to the company by Mariella Frostrup, in recognition of their achievements in the field of dyslexia support. LexAble, founded by Cardiff University graduate Neil Cottrell, is the creator of Global AutoCorrect, a unique tool that enables people with dyslexia and literacy issues to focus on the process of writing without worrying about their spelling. Neil, 24, who himself is severely dyslexic, initially created the software as a personal coping strategy before releasing it to the public in 2009. Since then the software has benefited thousands of individuals in schools, university and the workplace, both in the U.K. and around the world. In 2010, Neil was named as the British Dyslexia Association’s Young Achiever of the Year. LexAble is also an Organisational Member of the B.D.A.

Speaking at the Technology4Good Awards in London, Neil Cottrell, LexAble’s founder and Director, said: “We’re absolutely thrilled to have received the Technology4Good Accessibility Award, and to be recognised for our work with people with dyslexia. We are confident that this award will help to raise awareness of our products, further enabling us to help people with dyslexia to achieve their full potential. The awards have also been an excellent opportunity to meet a wide range of people doing fantastic things with technology, and it’s been an honour to represent Wales at the awards.”
Marlow Town Band Charity Concert
6th October 2012
John Hampden Grammar School, Marlow Hill, High Wycombe, HP11 1SZ. The doors will be open from 7pm and the concert will start at 7:30pm. There will be refreshments served and a raffle will take place during the interval.
Tickets are £8 for adults, £5 for (children aged 12 and under) or Family Ticket (2 adults and 2 children) for £20. Tickets are available from the B.D.A. shop, www.bdastore.org.uk, by emailing tickets@bdadyslexia.org.uk or by calling the B.D.A. offices on 0845-251-9003.

Dyslexia Awareness Week 2012
8th to 14th October 2012
Once again Dyslexia Awareness Week will be celebrated across the country with events, activities and competitions for everyone. For more information on what the B.D.A. and others are doing, go to pages 12 and 13.

Special Education Needs London 2012
12th to 13th October 2012
The British Dyslexia Association will be at the Special Education Needs Show at the Design Centre, Islington, on stand 23.

Co-occurring Conference
8th November 2012
To be held in Central London, this conference, featuring expert speakers, will be focussing on difficulties that can co-occur with Dyslexia. For further information, please go to page 18.

Solutions for Parents Conference
24th November 2012
The conference will focus on practical solutions for parents in assistive technology in the classroom and at home. Products and solutions will be showcased across a range of functions and will include a number of free and low-cost options.
The conference will be at the Sheldon School, Hardenhuish Lane, Chippenham, Wiltshire SN14 6HJ. See page 19 for more details.
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Organisational Membership News.

B.D.A. O.M. Day 2012
Wellington College, Crowthorne, Berkshire. Friday 5 October 10am – 4pm.
This is your day! Please look out for your invitation - each B.D.A. Organisational Member may send one or two representatives to this enjoyable and informative day. The modest fee of £20 per head is to cover refreshments; the College is kindly allowing us to use their premises.

The draft programme with motivating, expert speakers on essential topics for schools, colleges and businesses includes:

- The Lord Addington (B.D.A. Vice President): An Update on Government Policy
- Dr Kate Saunders (B.D.A. C.E.O.): Update on B.D.A. Activities, Lobbying and Events
- Anne Mitchell (Consentia-Education): The Equality Act – Essential Information for us all
- Louis Barnett (Chocolatier and Entrepreneur): Inspiring Dyslexics and Entrepreneurship
- Professor Brian Butterworth (Institute of Cognitive Neuroscience and Dept. Psychology, University College London): Maths and the Dyslexic Student
- Wellington College Speaker : Resilience and Well-Being
- Structured discussion, questions and feedback with the B.D.A. Panel

The College, which has an excellent Educational Support department, embeds many dyslexia friendly practices throughout the school. It has long embraced Howard Gardner's theory of multiple intelligences, known as the Eight Aptitudes as well as having lessons in well-being and how to develop strategies for resilience.

There will be plenty of time to network with O.M. friends and colleagues over coffee and a buffet lunch in the excellent new facility of the Monro Pavilion, set in the glorious grounds of the College. Those O.M.s who joined our first O.M. Day last year at Ernst & Young will recall a very worthwhile day infused throughout by Lord Addington’s stimulating involvement. He is a formidable campaigner who keeps dyslexia at the forefront of the Government’s agenda. Come and join us, bring information about your organisation to share with colleagues and join in the conversation to make your voice heard as a B.D.A. supporter!

B.D.A. Training Day 2012.
The first O.M. annual training day is now planned for Friday 28 September at B.D.A. premises in Bracknell. This free (one person from each O.M.) day programme will cover the nature of dyslexia, legal aspects for education and employment, appropriate support and what the B.D.A. does.

The day will start with coffee at 10:30am, break for a sandwich lunch and finish at 3pm. The day will be suitable for new O.M.s as an introduction but will work equally well as a refresher for established O.M.s – we would be delighted to see you all! Please let us know now on membership@bdadyslexia.org.uk if you would like to join us.

Please share your news by writing to let us know of your activities and events which we can include in future newsletters or editions of Dyslexia Contact.
A day in the life of the Indigo Dyslexia Centre.

In this issue we are interested to hear about Indigo Dyslexia Centre, a busy and growing dyslexia centre in Norfolk.

Since 2003, the Indigo Dyslexia Centre has helped dyslexics in the East of England reach their full potential. Indigo is built on a one-stop-shop model, offering a range of support, from children’s provision to higher education, employment and beyond.

The Indigo Dyslexia Centre is based in the heart of the Norwich city centre. Throughout the day, we operate a telephone helpline for information, advice and guidance, and a free drop-in advice service.

For Indigo’s staff and volunteers, the morning starts bright and early with ensuring the centre is ready for clients. Our aim is to provide a safe, secure space. Dyslexia may cause a variety of issues with self-esteem, and a worried child or adult will not feel comfortable discussing potentially stressful issues if the environment is not quiet and welcoming.

Learning can be fun: that is where our Resource Shop comes in. The shop is bright, colourful and above all friendly: we offer advice and guidance to parents, teachers and employers about how best to support dyslexics they know. Our team of specialists provide services ranging from children’s provision, to higher education, employment and beyond.

In the morning we have a dyslexia screening test for a child who has been struggling in school and does not feel comfortable trying to get a teacher’s attention. Children and adults alike are often relieved to find they have a “high probability of dyslexia”, as it explains something that has previously made little sense.

In the office next door there is a Needs Assessment for Disabled Students Allowance. These assessments allow dyslexic students to access funding to support their dyslexia in Higher Education.

While the tuition is going on, it is time for organisational management. Once the finances and administration is complete, we get to work on the online side of things. Our current project is putting the Indigo Resource Shop online so people can access our recommended products wherever they are, so some finishing touches need to be made.

In the afternoon, a series of children arrive for specialist tuition. The one-to-one approach in a quiet environment is ideal for dyslexic children, and at the end of the summer term we get the news from a delighted parent that her son has improved dramatically in his latest school report. It is always fantastic to see our work directly making a difference.

Finally, a client with Access to Work arrives for a session with one of our specialist mentors. Mentoring boosts confidence and skills such as literacy, organisation of ideas, and short-term memory. Some days we might have a photoshoot, we run accredited courses for professionals, and some days we might even film a promotional video, with willing actors in tow.

Although this sounds very intensive, Indigo has an energetic and positive atmosphere, and it is tremendously rewarding work. Every day is different, bringing with it new challenges – and we are ready to meet them!

Hannah Powell-Smith
London Marathon.

2012.

We would like to give a big thanks to all of our runners at this year’s London Marathon. Between them they managed to raise a magnificent £11,461.22! We are massively grateful to everyone who supported, sponsored, cheered and helped our runners.

<table>
<thead>
<tr>
<th>Runner</th>
<th>Raised</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>Saul Charkham</td>
<td>£2448.00</td>
<td>6:12:37</td>
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<tr>
<td>Jayne Eccles</td>
<td>£1698.25</td>
<td>4:40:12</td>
</tr>
<tr>
<td>Russell Payne</td>
<td>£782.50</td>
<td>4:47:44</td>
</tr>
<tr>
<td>Sophie Wood</td>
<td>£1273.75</td>
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<tr>
<td>Jan Roberts</td>
<td>£1281.22</td>
<td>5:19:51</td>
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<tr>
<td>Alex Tucker</td>
<td>£1268.75</td>
<td>4:24:45</td>
</tr>
<tr>
<td>Kevin Welstead</td>
<td>£2708.75</td>
<td>3:43:03</td>
</tr>
</tbody>
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2013.

Before we know it, it will be April 2013 and the next London Marathon will be upon us and it’s not too late to enter to run in the race. If you would like to run on behalf of the British Dyslexia Association in 2013 then apply now.

You don’t have to be Mo Farah, all you have to do is go running and raise some money and hopefully enjoy yourself along the way. There is no upfront fee for you to run but we do ask that you raise £1,000 for us. You will be featured in our magazine and on our website and we will be there on the day to cheer you and provide a thank you pack at the end of the race.

If you would like to run then contact Eorann Lean on admin@bdadyslexia.org.uk and request an application pack. Then just fill it in and get it back to us as soon as possible. We will announce the names of the confirmed runners towards the end of the year.
Children Will Shine.

Arran Smith.

At the end of the Summer Term, B.D.A. was delighted that it had launched its 4th Children Will Shine after-school workshop. This was in the area of Salford near Manchester, and it’s a great addition to the Children Will Shine (C.W.S.) project.

C.W.S. is a project to set up after-school workshops which support dyslexic children using a specialist teacher supported by a number of teaching assistants. The project is currently being funded by the Dyslexia-SpLD Trust.

During the Autumn Term 2012, the B.D.A. will be pleased to announce the start of its 5th Children Will Shine project, and this will be held in Peterborough.

It means that more children will be able to; work on sequencing activities, including the alphabet, the days of the week, months of the year and stories, work on study skills such as comprehension skill, reading skills, planning strategies and work on their handwriting and coordination difficulties.

B.D.A. Young Persons Board.

8 years later, Louis, the world’s youngest qualified chocolate ambassador has moved from strength to strength, by positively using his dyslexia to reach his full potential.

Enabling young people to reach their potential and to have their say within the world of dyslexia, is the motivation for establishing the B.D.A. Young Person’s Board. We are proud to announce that Louis will be the Chair.

The Board will be associated with the Local Association Board (L.A.B.), supporting transitional voices from young dyslexics to adulthood.

Any local association that would like to suggest any young person from the age of 16-25, please contact either their L.A.B. rep, or email arrans@bdadyslexia.org.uk. We will be holding the first Young People’s Board meeting on Saturday 17th November 2012 in Leicester in association with the L.A.B. meeting.

The British Dyslexia Association, has a mission for all dyslexics to reach their potential. Louis Barnett, the B.D.A.’s ambassador, was diagnosed as a severe dyslexic at the age of 11. By the age of 12, Louis had established his company Chokolit.
Dyslexia Awareness Week 2012

Dyslexia Awareness Week 2012 promises to be bigger and better than ever and there are lots of ways that you can get involved up and down the country to try and help ensure that more people understand dyslexia.

The British Dyslexia Association is once again holding its Art, Inventing and Writing Competition and the Annual Awards. But there are also lots of other events going on up and down the country. Schools, Colleges and Universities are holding events throughout the week to highlight dyslexia. We thank all that are getting involved and hope that they have a great week and to help people hold events we have come up with a list of forty ideas to get you going.

Forty for Forty.

As we are approaching our 40th birthday in a few short weeks, we have created a list of forty fun activities that you can do during Dyslexia Awareness Week, we have titled them “Forty for Forty”. These ideas range from a sponsored car wash to a duck race to a dog walking club to a tea and scone party. There is an event for everyone, all ages and abilities so why don’t you have a go?

The full list of ideas is on our B.D.A. At 40 website, www.bda40.org.uk and it includes lots of hints and tips. Alternatively, you can email Dominic on media@bdadyslexia.org.uk and he can email you the list.

Art, Inventors and Writers Competition.

Once again we will be holding our Art, Inventors and Writers Competition and we want you to send in your entries. We had an excellent response to last year’s competition and we were inundated with some fantastic entries across all three competitions and age ranges, as you would have seen in the previous edition of Contact magazine.

All three competitions are open to dyslexics in the following age categories:

(1) Primary school (2) Secondary school (3) Adult

Further details on the competitions can be found on our website, www.bdadyslexia.org.uk, in the Get Involved and Fundraising section.

Dyspla Festival.

The Dyspla Festival will be taking place once again this year and the show is going to be even bigger and better than before.

In a new location for 2012, the team have pulled out all the stops to bring you some of the most interesting and innovative new art at the moment. The festival features a wide range of performances including plays, music concerts, art displays and films. Showcasing wonderful talent by dyslexic artists, young and old, the Dyspla Festival really is something not to be missed.

The festival will be held at the Tristan Bates Theatre in Covent Garden and kicks off with a Gala Night and is followed by a weeks’ worth of theatre, poetry and film. More information on the festival can be found on their website, http://www.dysthelexi.com/ including programmes and ticket information.

Parents Webinar.

The British Dyslexia Association is proud to announce that during Dyslexia Awareness Week this year, we will be hosting an online webinar for parents to hear about common issues that face parents and practical solutions that you can use to solve these problems. Covering issues from school to home, getting the support you need and your child needs, this webinar will provide valuable information for everyone.

The webinar will be free to join. For more details on how to register and where it will be held can be found on our website, www.bdadyslexia.org.uk or by ringing the B.D.A. offices on 0845-251-9003.”

All sorts of successful people have been dyslexic. Take the test to find out if you’re one of them: bdadyslexia.org.uk

Sir Steve Redgrave passed the test. Will you?
B.D.A. Annual Awards.

Our awards are open again this year. The B.D.A. is inviting nominations for the following awards:

- **Member Nominated Local Dyslexia Association 2012**
- **Outstanding Organisational Member 2012**
- **British Dyslexia Association’s Volunteer Award**
- **Lifetime Outstanding Contribution to the Field of Dyslexia:**
  1. Volunteer Award
  2. Academic Award
- **Parental/Student Commendation for services to dyslexic individuals:**
  3. Teacher 2012
  4. Teaching Assistant 2012
  5. School 2012
- **Student Commendation for services to Dyslexic Individuals:**
  6. College 2012
  7. University Department 2012
- **Entrepreneurs Award**
- **Age categories: (1) Primary school (2) Secondary school (3) Adult**
- **Outstanding Achievement Award**
- **Age categories: (1) Primary school (2) Secondary school (3) Adult**

The deadline date for sending in competition entries and award nominations is 31st October 2012.

For entries in either the Art, Inventors or Writers competition, please mark clearly which competition you are entering and in which age category. Also, please include your name, age, address and the title of your work. If you are sending in an award nomination, please send contact details for yourself, contact details for your nominee (as well as their age where applicable), the category of nomination and a max of 250 words supporting your nomination.

B.D.A., Unit 8,
Bracknell Beeches,
Old Bracknell Lane,
Bracknell,
RG12 7BW

If you have any questions about either the Arts, Inventors and Writers competition of the Awards then please contact us on: Email: admin@bdadyslexia.org.uk or phone: 01344-381551.
The British Dyslexia Association at 40.

This November will mark 40 years since the founding of the British Dyslexia Association and we are all extremely proud to have reached this milestone. Dyslexia has come a long way in the last 40 years, going from something that barely anyone had heard of to being dismissed as a ‘middle class’ disease to now, a widely recognised and more understood condition than ever before. Our national helpline has steadily grown over the years and now deals with tens of thousands of enquiries every year, and these are only the people that have voiced their problems.

Nevertheless, we cannot rest on our laurels, there is still much to do, arguments to be had, battles to be fought and lives to change. Whilst it is widely accepted that around 10% of the population experience some degree of dyslexia, there are not 10% of school children diagnosed. There is not 10% of workers supported so that they do not unnecessarily fall behind in their workload. There are not enough teachers who can recognise the signs of dyslexia and there is not enough support throughout a person’s life to mean that they are not debilitated by it.

Kate Saunders is very honoured to be C.E.O. during the celebrations. “I am very privileged and proud to be the C.E.O. of the B.D.A. in its 40th year. The amount of difference that the British Dyslexia Association has made in the last 40 years is immeasurable. When the B.D.A. first started many people were saying that dyslexia didn’t ‘exist,’ now we run conferences renowned speakers and delegates producing new information and research and hundreds of training events each year. In the past 40 years the B.D.A. has accredited the training for thousands of specialist teachers, the Helpline has supported hundreds of thousands of people affected by dyslexia and many government policies and initiatives have been influenced. The B.D.A. has been able to accomplish so much because of the passion, drive and commitment L.D.A.s and supporters bring to the cause. This is the real strength of the B.D.A. We know our campaign for a dyslexia friendly society is not finished and I am excited to be part of the B.D.A’s future as it continued to work for the benefit of dyslexic individuals and those who support them.

Contact turns 30.

Thirty years ago, the first edition of Contact magazine was produced, this is a picture of the front cover. As you can see the magazine has changed quite a lot over the years. However, its role has not changed, it is still here to talk to and with the dyslexia community, to share news, ideas and events with each other. And it’s for that reason that the magazine is still extremely popular and highly anticipated by members.

Through the years the magazine has featured a wide range of cover stars from Sir Jackie Stewart to Benjamin Zephaniah to Jamie Oliver and many more in between.

The Dyslexia Handbook.

The Dyslexia Handbook has been produced every year for the last 19 years and has become an indispensible guide for those working in the field of dyslexia. Each year it is updated with the latest research and developments in teaching practices or features new means that it is always relevant in a the fast changing world that is dyslexia.

We are eternally grateful to everyone over the years that have given his or her free time to contribute to the Handbook. Without those people’s time, effort and patience the Handbook would not be the publication it is.
The Handbook is not just a forum for academic endeavours however, it has also featured touching personal stories and feats of fantastic achievement. But the Dyslexia Handbook is not just about dyslexia, it is also about those co-occurring difficulties that regular affect people with dyslexia. Dyspraxia, dysgraphia, dyscalculia and autism have all had a voice in the handbook, moving the discussion on to new areas for the betterment of all.

Looking forward.
The British Dyslexia Association is not standing still though, there is still much to do, much to argue for and many people to support and advise. Our recent Initial Teacher Training petition has highlighted an important and worrying fact; teachers do not receive adequate dyslexia training. The very people that come in to contact with young dyslexics every day, do not know the signs to look out for and this means that many more young people are not being diagnosed and are not given the opportunity to reach their full potential.

Projects like Wake Up 2 Dyslexia, Children Will Shine, which operates at several locations in London and Manchester, the Liverpool Dyslexia Project and many more have helped improve local dyslexia provision by working with local groups, authorities and parents.

We will continue to work with these groups to ensure that this provision continues. Dyslexia does not diminish with age and neither will we. Our passion to fight for a dyslexic persons rights will continue, not until achieve a dyslexia friendly society will we give up the fight.

Dyslexia Friendly Schools Good Practice Guide.

To mark the 40th anniversary of the British Dyslexia Association the B.D.A. have produced their Dyslexia Friendly Schools Good Practice Guide. This is a celebration and collection of good practice from Local Education Authorities, regional children’s services and schools across the U.K. The result is a hugely valuable resource of tried and tested practical teaching tips and methods, within a whole school approach.

Along with contributions from eminent specialists, this book will enable specialist teachers, classroom teachers and teaching assistants to see the best strategies and ideas for working with dyslexic children. It will also enable policy makers, advisors and senior leadership teams in schools to adopt and embed Dyslexia Friendly good practice.

The guide is priced at £19.99 with £5 for postage and packaging in the United Kingdom.

The guide is available now and can be purchased through our shop, www.bdastore.org.uk or by contacting the B.D.A. on 0845-251-9003.

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Open a Free School and make a difference.

Pat Payne, Chair of Leeds and Bradford Dyslexia Association.

All of the Local Associations that are affiliated to the B.D.A. are made up of people who want to make a difference, and help people who struggle because of their dyslexia. We in the Leeds and Bradford Dyslexia Association (L.A.B.D.A.) are this year celebrating our 25th Anniversary, and over those years we have supported many families in different ways.

I have spent much time befriending parents, which has resulted in better provision for many individual children, some even going to specialist schools, but this has never changed the system. With the Local Authority changes in recent years and with the Green Paper recommendations it will be more difficult for families to get the right provision for children in schools.

When I heard the government announcement that Free Schools could be set up by parents or teachers, I saw this as our chance to open a school that would provide for pupils with dyslexia in the classroom. This would be the Mainstream Dyslexia Friendly School the B.D.A. as been encouraging for years.

Free Schools are funded directly by the Department of Education and are Independent of Local Authority control. They are free to design their own curriculum and meet the needs and preferences of parents and teachers in the community they serve.

The ethos of The Free School Leeds is ‘Opportunity and Achievement for All’.

Our aims are to provide a truly broad and balanced primary school education for all children. To identify and support pupils who are dyslexic in school, not before school, in breaktime, after school or at the weekends. To enable all pupils to achieve their true potential.

We will also help working parents by offering affordable extended school 51 weeks of the year, only closing for 1 week at Christmas. The Free School Leeds will also have a different term structure from that of Local Authority schools. This will enable teachers to take a more consistent approach to planning and assessing children’s learning.

Our term structure also allows working parents a greater choice when to take family holidays. There will be six terms each of six weeks with a two week holiday between each and a 4 week holiday in August, and an additional week at Christmas.

I would not have been able to achieve all of this alone, as we in L.A.B.D.A. did not have the necessary educational expertise, without the support of my now very close friend Tania Sidney-Roberts, who opened The Free School Norwich in September 2011 which was one of the first free schools in the country, we would not have reached this stage.

Tania and I would be very happy offer our support to any Local Association who would like to open a Free School in their area. If I can do this you too can Make a Difference.

For more details the New Schools Network website www.newschoolsnetwork.org has lots of information about how to make an application. Or visit either the www.freeschoolnorwich.org.uk or www.freeschoolleeds.com if you would like to contact me.
Dyslexia: Co-occurring Difficulties.

8th November 2012, 9:30a.m. to 3:45p.m. London.

The Co-occurring Difficulties conference will be a fantastic day featuring keynote presentations from leading speakers in their respective fields.

This conference will bring together a wide range of expert opinion covering topics on dyscalculia, dyspraxia, visual stress and speech and language difficulties and will discuss new techniques, insights and best practice.

Already confirmed to speak are:

- Professor Amanda Kirby - Dyspraxia
- Professor Bruce Evans - Visual Stress
- Dr Lindsay Peer - Asperger’s Syndrome
- Rosie Wood - Speech and Language Difficulties
- Dr Steve Chinn - Dyscalculia
- Fintan O’Regan - A.D.H.D.

We do hope you are able to join us for what promises to be a fascinating and rewarding day and an opportunity to meet a wide range of people from the SpLD field.

Places are available now and prices are (all prices incl. VAT as appropriate):

- Standard £150
- Member £125
- Student £110

If you wish to attend you can either book online or download our booking form. All this can be found on our website, http://www.bdadyslexia.org.uk/courses-and-events/conferences/co-occurring-difficulties.html.

If you have any questions regarding this conference, then you can contact us on conference@bdadyslexia.org.uk or on 0845-251-9003.
Saturday 24th November 2012, 10 am to 3:30 pm.

The Dyslexia SpLD Trust and partners are delighted to announce a free one-day conference featuring expert speakers and workshops, focussing on free and cheap solutions for Dyslexia using I.C.T.

This event is specifically designed for parents and carers to better understand assistive technology and their uses at home. The event will be held at the Sheldon School, Chippenham, Wiltshire SN14 6HJ, and will include refreshments and lunch.

We are delighted to be including a keynote address from Myles Pilling, Specialist Advisory Teacher I.C.T. S.E.N. at Wiltshire County Council.

Places are limited and the event is bound to be oversubscribed so book your place as soon as possible. To Book, please go online to http://www.bdadyslexia.org.uk/courses-and-events/conferences/assistive-technology.html and follow the link to the online booking service to ensure your place at the event.

Alongside the presentation from Myles Pilling, there will also be a series of practical workshops throughout the day and will give hands-on demonstrations, advice and useful tips and hints. These workshops will include:

- Practical Solutions for Parents by Anne Main, Principal Egham Dyslexia Action Centre.
- Organising Your Child by Barry Stay.
- Practical laptop demonstration by Myles Pilling.
- Individual appointments - 10 minutes with an expert from the B.D.A. Helpline.

To reserve your place at the various workshops, please go online to the above address and on the second page of the booking form, mark your preferences.
The Initial Teacher Training Petition.

Liz Thorp.

The aim of the British Dyslexia Association has always been for the creation of a dyslexia friendly society, a place where dyslexics are supported, understood and where their differences are played as strengths instead of weaknesses. Our aim is to create a society where everyone knows about dyslexia, where dyslexia friendly practice is standard practice and where the British Dyslexia Association doesn’t need to exist. We firmly believe that this starts with education, and education starts with teachers.

Last October the British Dyslexia Association created a petition on the government’s e-petition website. The website stated that if we got 100,000 signatures we would trigger a debate in parliament about the training that teachers have to receive on dyslexia.

As it happens it is possible to qualify as a teacher without any training on dyslexia, it is possible to completely misunderstand the needs of around 10% of your class. We felt that our change should begin here, that all teachers should be trained.

When the petition launched the overwhelming response was that of surprise, people were shocked that teachers didn’t have to learn about dyslexia, it seemed like such an obvious and simple solution it was almost impossible to believe that it wasn’t the case. We feel that it is partly because of this assumed knowledge that we have not received the required number of signatures yet.

This does not mean, however, that the petition has not set out what it started to do. We wanted to trigger debate, to raise awareness of the void in mandatory teaching that our teachers receive, and we have done that. There have been numerous discussions over the past year by politicians about the state of Initial Teacher Training, thousands of teachers, parents, and pupils have raised their voices to demand that this training should be standard.

The petition ends on the 31st of October this year, but our campaign does not. You can still write to your M.P. to request a change in the law about Initial Teacher Training, you can still raise awareness about dyslexia with your local schools, with your co-workers and family. For now, teachers will have to request that their schools fund additional training for them, or research dyslexia themselves as many teachers do. All of this helps us build towards a dyslexia friendly society. We hope that our voice and the voice of all those who have signed and supported the petition will be heard by those who have the power to decide what teachers do and don’t get taught. We hope that those people will look to the teacher training institutions that of their own accord have been teaching trainee teachers about dyslexia and follow their lead.

If you haven’t yet signed our petition then please do step forward, sign, and add your voice to so many others in calling for change.
Do you work with students in HE and feel you’re on your own?

Join ADSHE where you’ll find a supportive professional network, a chance to air your concerns and opportunities for CPD, including accredited training.

If you are working with students in Higher Education please get in touch with us – through our website or by emailing adshedyslexia@yahoo.co.uk

ADSHE was formed to share knowledge and to inform good practice in working with students with dyslexia and other SpLDs in Higher Education. ADSHE has since expanded its influence significantly and now has an active role in addressing relevant issues at a national level.

ADSHE aims to:
- Work towards establishing parity of provision so 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

Ten regional groups offer ADSHE members opportunities for CPD and networking.

Look out for details of our Annual Conference and other training events.

Dates for your diary in 2013:
- Summer Conference in May
- Professional Development Day in September

We are a team of experts specialising in the assessment of dyslexia and related conditions

Contact us for assessments and support at senior school through to college, university & the workplace

Our professional CPD training days are well-established and SASC approved. They run regularly throughout the year.

We are now taking bookings for the November 2012 courses in London and Manchester

Best Practice in Diagnostic Assessment
1 November Manchester and 13 November London

Exploring Dyspraxia and AD(H)D
2 November Manchester and 14 November London

Dyslexia in the Workplace
22 November London

Please contact the office for all enquiries or explore our website: www.workingwithdyslexia.com
Disabled Students’ Allowances.

It’s that time of year when many students will be looking forward to starting university. This is undoubtedly an exciting time with many students living away from home for the first time. Meeting new people and experiencing all that fresher fairs have to offer can be some of the best times at university. However for some this change can also present challenges, as well established support networks are disrupted and routines inevitably change.

Disabled Students Allowances (D.S.A.) is an important aspect of support available to those students with dyslexia and other specific learning difficulties. Dyslexic students in Higher Education, who have been assessed as dyslexic, can apply to their funder (e.g. Student finance England, N.H.S. Student Grants Unit, Open University) for a D.S.A. Part time students and post-graduate are also eligible for this allowance.

The D.S.A. is available for courses at Higher Education where the student is eligible for Student Finance, such as:

- H.N.C. (1 year courses).
- H.N.D. (2 year courses).
- Foundation Degrees (2 year courses).
- Degrees, Masters and PhDs.

D.S.A.s are paid on top of the standard student finance package, or on their own. You don’t have to pay D.S.A.s.

How to apply for D.S.A.s

The application process can take up to four months to complete. We encourage students to apply as early as possible and if needed contact their universities Disability Office at the earliest opportunity for further advice and assistance.

Step 1 – Tell Student Finance England about your disability.

- Contact Student Finance and ask them about D.S.A. applications. They will direct you to the appropriate forms; note that different forms are available depending on whether you are a part or full time student.
- Submit your completed application along with appropriate evidence; for a student with dyslexia this would mean a diagnostic report.
- If a student believes they may have dyslexia, but has not had a formal assessment, or no formal assessment has been made since they turned 16 years of age, they should contact their universities Disability Office. The student is responsible for paying for any relevant medical evidence. However financial assistance is available via the Access to Learning Fund.

Step 2 – Find out what equipment and support you need.

If you are eligible for D.S.A.s, Student Finance England will write to you, asking you to arrange a Needs Assessment for equipment and support. This assessment does not assess the disability, health condition or specific learning difficulty. Rather the assessment is designed to understand how a disability impacts on the students’ ability to undertake academic work. The assessor will produce a report which you will receive; a copy will also be provided to Students Finance England, or other funding body.

The British Dyslexia Association now has a D.S.A. Assessment Centre at its head office in Bracknell, Berkshire. Our assessments are currently coordinated by the Wessex Needs Assessment Centre at the University of Southampton. However you can contact our Helpline for further information, 0845-251-9002.

Step 3 – Get your equipment and support.

Once your funding body, such as Student Finance England, have received your Needs Assessment Report, they will send you an agreement letter, listing the equipment and other support your D.S.A.s will cover. D.S.A.s can help pay for once only equipment, such as a P.C., hardware and appropriate assistive software, including I.C.T. training; study skills support from a specialist tutor; proof reading, and an annual general allowance for books etc.

You may also receive instructions about how to order your equipment or arrange other support. However this may also be arranged by an external body, saving students the hassle!

If you have any additional costs (apart from equipment and support), you can claim these back. These may include printing consumables, books and costs associated with photocopying.
It was a cold and rainy day in the U.K. But Liz Horobin, head of training, was looking at a different scene where the hot, burning sun was dimmed only slightly by a harsh sand storm which tore through the Sudanese capital Khartoum, wreaking havoc with the telecoms network there.

Ms. Horobin caught the tail end of the dust cloud as it intermittently interrupted her online training session with a very special group of pioneering teachers in the war-ravaged African nation, hoping to learn about how to help dyslexics in their part of the world.

Children with dyslexia are often neglected in the U.K. But in Africa, where daily life is a struggle for pretty much everyone, those who can’t keep up with the rat race simply get left by the wayside.

There is no system of diagnosis, no support network, no experienced practitioners to help the children, and in schools – where dyslexia is most often discovered -- teachers are ignorant of, or worse, misinformed about the learning difficulty.

But Legacy, a new school born of a hope to create a model of peace for war-torn Sudan, wanted to achieve more both for its children and its teachers, many of whom had experience of special needs children in their classrooms or even in their families but had no idea how to deal with them.

The school’s founder, Opheera McDoom, a Briton hailing originally from North London, hopes to create a legacy of a new generation of Sudanese thinkers who will be able to lead their country out of its spiraling descent into war and fragmentation and into a future of tolerance, prosperity and equality.

Its commitment to training its teachers is unique in the east African country, but the school also wanted to ensure its children with special needs would get the chance to be recognized and accommodated in the classroom. No child left behind.

As a foreign correspondent for Reuters news agency, Opheera McDoom moved to Khartoum to open the bureau and cover the conflicts in Darfur and South Sudan.

But after years of facing off with rebels, militias, humanitarians and politicians, Ms. McDoom realized the greatest problem facing Sudan was its declining education system and decided to do something about it.

Instead of worlds colliding, Legacy School is an attempt to bring worlds together; the best of the British education system alongside the ancient culture of Sudan. And now, with help from us, a home for dyslexics away from home.

(You can read more about Legacy School at www.legacyschoolsudan.com)
Diagnostic assessment reports – Patoss guidelines on best practice.

by Anwen Jones & Lynn Greenwold.

B.D.A. is now authorised by S.A.S.C. to issue Assessment Practising Certificates and renewals. The following article contains helpful guidelines of Best Practice in Diagnostic Assessment report writing from PATOSS. This includes a recently up-dated Quality Checklist for Diagnostic Assessment reports.

The B.D.A. also now issues Teaching Practising Certificates and Practitioner Practising Certificates (please see www.bdadyslexia.org.uk for further details and downloadable application forms).

Patoss receives many questions about what should and should not go into a full diagnostic assessment report. The conference presentation aimed to answer some of these questions, assist members in self-auditing their assessment practice and explain the requirements of the Assessment Practising Certificate (A.P.C.) scheme.

Questions received in the Patoss office centre around the areas to be tested, the degree to which skills should be assessed and the style and format of the report – particularly when it is to be a full diagnostic report. Clearly many of these questions can only be answered by the professional conducting the assessment when they know the needs and circumstances of the individual. The over-riding goal of supporting the confidence and self-esteem of the person who has come to be assessed is vital and this drives all aspects of the assessment and report. We all want our students to leave the assessment feeling better than when they came in, understanding their difficulties and strengths, and so go forward to achieve all the things they want to in life. The student is clearly at the heart of the process.

While many decisions do need to be taken based on individual circumstances, nevertheless, many members ask for Patoss’ general advice and the presentation aimed to give it. The topics selected for discussion, and the depth to which they were addressed, were directly linked to the questions we received. Due to limits of time the presentation focussed entirely on the educational setting - assessment in the workplace is of course a different matter entirely - and we could not address the specifics of test selection – another question where the assessor is best placed to make the decision. Much of what follows is likely to be very familiar to many practitioners – this therefore simply serves as a review and opportunity to know that you are “doing it right”. In a very fundamental sense, if your learner’s needs are met – there can be little argument that you are.

Many members also enquire about the Assessment Practising Certificate, which is designed to underpin the writing of full diagnostic reports. It aims to encourage continuing professional development (C.P.D.) in assessment skills, formally recognise the skills and experience of specialist teachers, provide effective monitoring of standards and ensure assessment knowledge, skills and practice are up-to-date through regular C.P.D. and report review. The overarching goal of the A.P.C. scheme is to build confidence in specialist teacher reports for the diagnosis of specific learning difficulties, to ensure that the recognition of our profession is consolidated and that individuals, parents, schools, colleges, universities and employers can be assured that the
reports we write are reliable and consistent with national standards. The A.P.C. gives an opportunity for an assessor to demonstrate that, on those occasions where a full assessment report is needed, they can write one which is fully up-to-date, accurate and consistent with current theory. The report submitted for the A.P.C. provides evidence of an assessor’s current practice and the formal review – a model followed in many areas of professional practice both inside and outside education – aims to be an opportunity to support practice through reference to guidelines and detailed and considered feedback. The A.P.C. is not mandatory, except for those who write reports to support Disabled Students Allowance applications, but it represents a model of best practice in conducting full diagnostic assessments which we recommend for all.

Of course, full diagnostic assessment reports are not always necessary or indeed even possible. Specialist teachers are working in an ever increasing range of environments and often under almost impossible pressures of time, budget and demand for their service. Yet we all want the very best possible for our students. We hope that the self-audit checklist (found on pages 29/30) will help teachers to defend their need for adequate resources – critically, time in the working day, and up-to-date test materials - to properly address their students’ needs in the circumstances where they judge that a full investigative process is of value. We know the very positive impact an effective assessment can have on the individual and the skills and knowledge of a specialist teacher cannot and should not be replaced by a computer screening test!

Before we begin it should be noted that none of the guidance that follows is new. It is drawn from the Patoss Guide to Assessing and Reporting, the work of the 2005 DfES SpLD Working Party and the SpLD Assessment Standards Committee (S.A.S.C.), whose remit is to support practice across all educational settings. Secondly, we fully recognise that all reports will be different – indeed we don’t want identikit documents. We all want documents that work for our students and help them understand their difficulties and go forward. Specialist teacher assessors will know how to do that. That said there are clearly some areas where if we can all follow the same underlying principles, the wider understanding of specific difficulties can only be increased and our professional standing enhanced. People should have confidence that they don’t always need an educational psychologist. An appropriately qualified specialist teacher can do as good a job – maybe even a better one given their detailed knowledge of the teaching and learning demands placed on students in their school or college.

And so to address those questions. We broke them into two sections - key elements of an assessment and features of quality presentation.

**Key Elements of Assessment.**

In discussing the key elements it is important to stress that this represents a minimum that in most situations is likely be necessary to come to a reliable diagnostic conclusion, as suggested by current theory. (We’ve chosen not to add academic references here as we felt most readers would be aware of recent literature.) In very many situations, a wide range of supplementary materials will likely be needed, and professionals will obviously select tests and activities in addition to the core elements of this framework to suit the individual, the wider purposes of the assessment and any institutional or organisational requirements.

The key areas for review in diagnostic work are – in order of frequency of enquiry -

- Cognitive Processing
- Underlying Ability
- Attainment
- Relevant personal history

When reviewing these areas there is the thorny question of identifying discrepancies. We are asked which discrepancy is relevant? Discrepancies between ability and attainment are no longer considered sufficient for a diagnosis, but the value of discrepancy work remains. Indeed it is the heart of the matter – we are of course looking for that classic spiky profile. The key discrepancy for investigation is in the area of cognitive processing, rather than underlying ability. This approach is helpful as it includes learners of all levels of general ability, allows us to compare and contrast strengths and weaknesses, suggests a meaningful way of quantifying the difficulties, excludes those whose problems stem from medical or environmental issues and crucially places the cause of SpLD firmly in the cognitive domain.

**Cognitive Processing.**

As the key area of diagnostic work, full consideration of cognitive processing skills is required and best practice would dictate that the three key areas - working memory, phonological skill and processing speed – are addressed using standardised measures whereever possible. We passed on our
recommendation that specialist teacher assessors should not rely on screening test materials for cognitive processing measures - although of course elements will provide useful background information or supplementary qualitative information. The depth of testing in each area will be determined by the assessor, depending on the needs of each learner and the purpose of the assessment. Clearly primary reports might need detailed phonological awareness testing to plan teaching interventions where adult reports might be more brief in this area, especially give the possibility that in older secondary or adult students phonological awareness skills might have improved with effective teaching. In the assessment of processing speed we feel both phonological and purely visual processing speed tests are a useful part of an assessor’s battery of tests – observations in other parts of the assessment might lead professionals to pick one, the other, or often both. They can support the identification of persisting difficulties, especially when phonological awareness has been remediated, and also other SpLDs. Many practitioners will recognise the profile of the learner where it is speed that is the problem not necessarily the skill!

**Underlying ability.**

Firstly, we addressed the use of the term IQ. Given all the surrounding academic discussion of this issue Patoss recommends that the phrase underlying ability is used throughout the body of the report. IQ is a highly contested concept and this recommendation reflects consultation as to the approach to be adopted by specialist teacher assessors. Secondly, we confirmed that measures of ability remain a key supporting part of a full assessment, and investigations of both verbal and non-verbal ability are recommended. Many colleagues also like to have available as an option a test of receptive vocabulary, should evidence of significant word finding difficulties be discovered in the course of the assessment.

Widely accepted is the concept that a discrepancy between verbal and non-verbal ability is not, by itself, sufficient or required for a diagnosis. However investigation of the learner’s ability profile can be exceptionally valuable, alongside observation of the strategies they use to complete the tasks - we return of course to our famous spiky profile. We receive many questions about reporting and interpreting ability scores and our guidance is the result of taking the views of a range of highly experienced professionals, including specialist teachers and educational psychologists. In general, and in line with most manuals, we recommend the reporting of composite scores where they are available, rather than the individual subtests, as the composite is more reliable. But – and it’s a big “but“ - when statistically significant differences exist between two scores, calculating the composite can serve to hide some strengths and weaknesses. Therefore, in these cases we recommend that professionals do not calculate or report composites. Our members report that however many cautions are added to a report about the discrepancies, the composite scores get picked up and repeated, but without those very cautions the assessor has sought so hard to describe.

We were also asked about determining significance. In the case above we are simply talking about statistical significance and we recommend that professionals are guided by the detailed data in the test manuals describing confidence intervals – more on this later! Clearly a big point difference is not always a statistically significant one.

**Literacy Attainment.**

Not much to say here but some questions arose on precisely the extent of the range of tasks to include. It remains difficult to give generic, fixed advice, but the self-audit checklist identifies those areas which are most often needed. The value of reading comprehension investigation, and concerns about the weaknesses of sentence-only comprehension raised by some members who are using the WRAT4 test, is echoed in our advice to include text level reading comprehension in all assessments - although with careful selection of the text to reflect the learner’s expected attainment but also sensitivity to their skill. This can be an area of such strength and it is always wonderful to find those. However, if it has been established the learner really can't read much more than a sentence, no need to punish them through a whole paragraph! Similarly with reading speed – yes, we would recommend all assessments include a measure of text-level reading speed, but again if other assessments show very significant weakness there is little value in more tests. Such measures are however very useful for access arrangements.

Many practitioners will agree that free writing is one of the areas of literacy where even the most well-compensated learners might struggle, and an evaluation of entirely independent writing is recommended, especially useful when compared to spoken language. In answer to a question – the Hedderley Sentence Completion test is not
recommended to measure free writing, nor should its norms be used to measure performance in free writing; the task doesn’t quite match the label.

However, there is no reason why professionals might not use this test qualitatively, or if facing an extremely reluctant writer. Writing speed measures are now widely available elsewhere, and again their inclusion is recommended to support any assessment to support access arrangements.

Analysis of Assessment Results.

When we speak of results we not only mean the numbers generated by standardised tests, but also the qualitative observations made during the assessment and the findings from nonstandardised tests. Specialist teachers are particularly well placed to bring all this information together to give a profile of the individual. In terms of analysis the conference looked to provide guidance in two areas of frequently asked questions: the use of tests beyond their ceilings and the use of confidence intervals in identifying statistically significant differences.

Test Ceilings.

Professionals often decide to include in an assessment battery a test which is not standardised for the age of the individual with whom they are working. For those working with older adults this is often a necessity not a choice! This is entirely acceptable as long as the results are not presented as statistically reliable. We recommend they are used in a qualitative manner only - not reporting any scores, nor using statistically linked language - such as “average” - or age equivalent measures, which all might serve to imply a statistical reliability to those report readers unfamiliar with the limitations of psychometric testing. One option of a form of language which could be used is given below, there are clearly very many others:

James is beyond the formal age range of this test so standardised scores cannot be calculated.

However, it is reasonable to expect that he would have skills at least in line with the test ceiling so an informal comparison can be made. His test performance indicated skills which were weaker than expected, with particular difficulty in …X… and …Y….

The use of confidence intervals, and their selective reporting, also forms part of the best practice guidance in diagnostic assessment. The analysis of whether or not confidence ranges overlap is one useful way of establishing if significant differences exist. This approach makes good use of the detailed information available in test manuals – although other approaches simply require a difference of one standard deviation before any significance can be ascribed. Most test manuals give confidence interval data. Where they do not, they very often give statistics describing the standard error of measurement, which can be used to calculate the confidence interval. Of course confidence intervals also serve to bring to the attention of report users the fact that the scores achieved on the day of the assessment are subject to variation, and that the true score can be reliably found within this range. Many practitioners prefer to report the 95% confidence interval but professionals will make judgements based on the manual data.

However much our students (or maybe even we) don’t much like statistics, they can provide clear support for our conclusions. When statistically significant differences are found, we can be confident this difference didn’t happen by chance - but that is of course all we can say. It is a first step in bringing additional statistical rigour to our reports, although not a measure of the rarity of such an event, and so again by itself, without the observations and experience of the assessor are not sufficient for a diagnosis.

Making links.

Making links between all the assessment information is perhaps the most difficult, and certainly the most time-consuming part of a diagnostic assessment. It can drive even the most experienced assessor to distraction trying to write a concise report of a complex profile - particularly when the next student is waiting outside the office door and maybe a manager wants to know why it’s taking so long! Yet if our reports are to be taken seriously, the conclusions and their reliability are everything.

Firstly, we felt our scores really must talk. If every score is within the average band making the case that there is a specific learning difficulty will be difficult. If there is not at least a statistically significant difference in some element of performance, strong observational evidence will need to be clearly stated. If relying substantially on reported student difficulties, rather than assessment observations, we should ask if students interpret their position accurately? We know study is hard, lots of students have to re-read academic texts to understand them and lots of people find it difficult to remember everything for an exam. Perhaps we should adopt the approach of positive scepticism? We must be confident our diagnosis is strong.
Diagnostic assessment is of course so much more than the giving of a diagnostic label. The report will explain how the weaknesses identified will make a difference to the learner in their current studies and their future endeavours. It is also of course a wonderful opportunity to highlight their strengths, to point out those things that they are really good at and skills and strategies that can be used to support teaching.

Quality Presentation.
Finally, we set about discussing what made a quality presentation: Accuracy and accessibility – with good report architecture. Accuracy in scores, tests and interpretations is obviously crucial. Accurate writing also matters – spelling, grammar and punctuation. How many times do we advise a student to leave a piece of writing for a few days before the final proof reading?! Should we follow our own advice?

Accessibility goes back to that over-arching goal of supporting the individual being assessed. Specialist teacher reports can be particularly good in this field. These reports aim to be something a parent or a class teacher, or if older, the student themselves, could read. If non-specialists can understand our reports the chances of their getting used has to go through the roof – and given the blood, sweat and tears it takes to write the things it would be great if someone read them! Clearly the specialist knowledge of assessors means some technical terms are needed and diagnostic assessments are necessarily long documents handling complex concepts – but the best reports use accessible language and translate technical terms to make for an easy read.

The architecture is the framework that also makes the report easy to read yet inclusive of all the necessary technical data. A clear report structure with a summary table of scores makes for easier writing as well as reading.

Impact on practice.
What does all this mean for day-to-day practice? Specialist teacher assessors consistently review their basic assessment battery and will continue to use their professional judgement to select from a wide range of assessment materials to respond to individual circumstances. Really a toolkit of tests is what is needed – materials to respond to evidence that arises during the assessment – unless you are in the fortunate position of being able to call your student back for further sessions after first analysis. Time management becomes an issue and clearly we cannot administer every test - there simply wouldn't be time and the student might lose the will to live!

Another impact might be in how and when assessors mark tests and proof-read reports. We know of instances where colleagues swap reports and help each other with marking – not possible for everyone of course, but good practice if you can. It is just so easy to read the wrong column in the manual due to tiredness – to transpose the number in writing it down – to forget to change the number in the table as well as in the report. It is indicative of the pressure under which so many members work. But it doesn’t look good in court! Because in truth that is another impact on our practice – our whole society is increasingly litigious and Patoss members have had to defend their reports in front of a court or tribunal.

It is not fear of litigation that drives specialist teachers, however – it is knowing that they are offering the best practice and getting it right for the student. Purchasers of reports – whether they pay directly or not – want to know they are getting a reliable analysis using the most up-to-date theory. That is where the A.P.C. comes in. Holders of the A.P.C. can point to an independent review of full diagnostic practice, guided by industry-wide criteria, which says they can give that quality service. When Patoss conducts the reviews it looks to see that the key elements are in place and that the presentation is of high quality. For an A.P.C. a full diagnostic assessment report is what is needed - to demonstrate the full range of practice and skills.

After the first review we might ask for another report if every aspect isn’t evidenced, or if some errors of scoring or test selection were found, or tests were not up-to-date. Whenever we ask for supplementary information, our team always aims to be supportive and refer back to that goal of the A.P.C. to develop practice – so recommendations for the future might be offered for consideration. There is, of course, the possibility that an application for an A.P.C. will be rejected – and some have – but Patoss’ aim is to support all members, foster good practice and to recognise the diverse and extensive skills of specialist teachers.

A quality checklist – does your report tick all these boxes?

Accuracy.
  - Calculates, reports and converts scores with 100% accuracy
  - Uses appropriate tests (for age and purpose)
## Report Contents.

- Individual's details
- Summary. Brief details of results of tests of: ability / attainment / cognitive processing. Conclusion (diagnosis). Key recommendations.
- Background information summarised
  - Consider: referral / development / gross & fine motor skills / medical / sight / hearing / education / learning support and access arrangements / previous assessment / E.A.L. / Individual perception of difficulties
- Test conditions
- Reading *
  - Single word reading
  - Non-word reading
  - Text-level reading comprehension – aloud and/or silent
  - Reading speed - aloud and/ or silent
- Spelling *
  - Single word spelling
  - Free writing
  - Dictation
- Writing *
  - Free writing
    - Report on: Legibility / style / grammar / punctuation / sentence construction / coherence of writing / use of vocabulary / comparison to observed spoken language
  - Writing speed
    - Hand writing, copying, word processing
- Underlying ability *
  - Verbal/non-verbal ability
- Cognitive Processing *
  - Working memory
  - Phonological Skills (to include Ph A)
  - Processing Speed e.g. phonological / visual
- Other – at discretion *
  - Numeracy
  - Motor-co-ordination
  - Other screening tools
  - PLUS – any other appropriate and relevant tool that is required to fully explore the individual's needs
- Conclusion. Details of: underlying ability (strengths and weaknesses); cognitive processing (weaknesses and strengths); impact on literacy skills; diagnostic decision
- Recommendations
  - Consider - Mainstream / Home / Specialist / Access Arrangements / Other professionals / Study or work environment strategies
- Assessor statement and signature
- Summary table of scores
- Interpretation of score systems used
- List of tests used with references

NOTE: The order implied here is not mandatory in all situations.
Evidence fully supports and clearly explains an accurate conclusion / diagnosis

**Interpretation.**

- Demonstrates understanding of the nature of SpLD
- Uses appropriate range of tests within standardisation guidelines to identify SpLD
- Correct application of statistics
  - Correct descriptions of scores in relation to average
  - Shows awareness of confidence intervals to support analysis and explain variability of test performance
- Includes observations of test behaviour where appropriate
- Includes useful analysis of individual's strengths and weaknesses, skills and strategies
- Comments on impact on learning of individual's strengths or difficulties
- Meets purpose
- Uses language which is clear, succinct, and accessible, avoiding jargon while adopting a formal style and maintaining a professional tone
- Makes appropriate recommendations based on assessment evidence

**Presentation.**

- Uses correct spelling and grammar
- Gives clear and correct explanation of score interpretation
- Presentation is clear and format suits purpose
- Includes summary table of scores
- Includes test references – publication details, editions, identifies test form used etc in appendix
- All included details are accurate and consistent throughout report

In addition: for all reports submitted to Patoss or any other professional body for review, confidentiality must be maintained.

Important Note: You should be mindful that any report and supporting test papers can be called as evidence in a court or tribunal and so care must be taken to ensure that they would stand up well to such scrutiny.

A contents checklist – does your report tick the relevant boxes?

Professional judgement will of course be applied to the selection and administration of appropriate tests and the use of any supplementary tools. However, in order to provide adequate data across the full range of relevant cognitive and attainment skills to arrive at a valid conclusion, most cases will require use of evidence taken from the subcategories highlighted in bold below as a minimum.

For each section below marked with an asterisk we recommend that the report should:

- Report score and/or relate to average (where possible)
- Describe performance and detail strengths and weaknesses, skills and strategies
- Identify any links / contrasts with other parts of assessment
- Explain impact on learner

**Updated Guidance on Reporting scores when using tests above their ceiling.**

Given the increasingly wide range of test materials available selecting a test appropriate to the age of the candidate is becoming easier. However, if you have assessed a student whose chronological age is higher than the test ceiling (e.g. the C.T.O.P.P. with a 27 year old) great caution must be exercised. In such cases qualitative descriptions of his performance should be given in the report avoiding statistical language. However, there are occasions where assessors feel it is imperative to provide numerical evidence of their findings. Here, you should consider the likelihood that the ceiling performance will be reliable for the older age group.

Where such scores are used, report readers must be made aware that the test was used beyond its ceiling and be provided with an explanation of the subsequent reliability issues.

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 workplace, reports of personal research such as M.A.s or Ph.Ds, reports from courses or conferences or reviews (of books, materials, I.C.T., 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.

7. Prior permission must be obtained by the sender from the original publisher for articles which have previously been published in another form, before submission to the Professional Supplement.

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.

9. Contact is published three times a year, in January, May and September. Please send contributions 6 weeks previous to these deadlines, so by 12th November, 25th March and 29th July.

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

13. Dyslexia Practitioner Editorial Team:

14. Dr. Kate Saunders, Dr. Rebecca Larkin, Julia Carrol, Professor Ian Smythe and Professor Angela Fawcett
Spell Checkers.

Jean Hutchins, B.D.A. N.T.C.

Bev asked B.D.A. tech:

“Hi. I use the computer for work. I am very Dyslexic. Is there a computer program I can use for spell check? There are so many different spellings of ‘there’ etc., and I never know which one to use.”

The English spelling system is very irregular and many people find it hard (which surprises some dyslexic people, who think that everyone else can spell well). There are many free online spell checkers, so do try them. There is no single best spell-check for dyslexia. The choice depends on your situation and the facilities you want. You may prefer to use word prediction or speech recognition.

Basic spell checkers sort out non-words and offer suggestions. Grammar or context checkers aim to identify correctly spelt words in the wrong places for meaning or for grammatical reasons, with reversed, added and omitted letters, and keyboard substitutions. Programs sometimes flag too many possibly misplaced words or miss some. They also suggest punctuation.

Users must be able to identify the word they want from several suggestions, and to have the courage of their convictions to ignore suggestions if they disagree with them. There are often several possible correct answers.

Spell checking takes a long time, and is a tedious task!

Microsoft Word.

If you usually type near-misses, Microsoft Word may be enough. It flags words that are not in its English U.K. or U.S. dictionary, to which you can add names etc. It shows possible grammar errors, offers dictionaries for meanings, a thesaurus for synonyms and has AutoCorrect to amend some errors. Free WordTalk AddIn can speak the text and the spelling suggestions.

Spell checkers for dyslexic users.

Many spell checkers have been developed mainly for dyslexic users. They deal with phonic approximations better than Word does and have Text to Speech for text, words, meanings and suggestions.

Multi-function programs.

You would buy ClaroRead, Read & Write, Kurzweil 3000, Co:Writer, Textease, or WriteOnline for their whole range of features, not just for their spellcheckers with homophones, word meanings and Text to Speech.

Stand-alone spell-checkers for dyslexia.

Verity Spell.

Oribi Verity Spell offers a free 30 day download trial for offline use, and costs £59 + VAT, for a single user. It is an AddIn to Word. You can use it in any other application in which you can select text. Its Text to Speech uses whatever voices are in your computer. It shows confusable words in example sentences.
Ginger.

Ginger has limited free online sentence spelling and grammar checking, with word meanings; a free download version; and a purchasable Premium version (£60) with Text to Speech, with discounts for schools. Internet connection is required for operation in Word, Outlook, Internet Explorer, Firefox and PowerPoint, for Windows only.

Ghotit.

Ghotit has free online spelling and grammar checking for up to 1000 words and a purchasable download with Text to Speech for use in Microsoft Word only. Cost about £10 monthly or £85 lifetime. Internet connection is required for operation.

Handheld spellcheckers.

There are hand-held, battery-operated Franklin spellcheckers. You have to enter the words for checking (no grammar or context checking). They flag confusables, show synonyms and some models speak. They are more convenient than computers in some situations.

Global AutoCorrect.

LexAble Global AutoCorrect is not a spell checker. It compares your misspellings with its lists of thousands of spelling variations. They will be corrected automatically; you do not see any options. You can add consistent errors easily, and practise your own tricky words. Real voice recordings and a dictionary help your error entries. Free download for 30 days. Cost is £109.

Spell Checkers for tablets and phones.

Most devices have inbuilt spell checkers and AutoCorrect, and there are many free and purchasable Apps for spell checking.

An expanded version of this article, with links to suppliers and research data, is on http://bdatech.org/what-technology/spell-checkers/
B.D.A. Bespoke Training Department reaches 1,000 hits!

Liz Horobin.

As many of you will know, amongst its many outreach activities, the B.D.A. runs a very active training department.

While one aspect of the department’s work is delivering an extremely popular series of open courses for professionals in the workplace, schools, colleges and universities, a further aspect is to deliver bespoke onsite training to clients ranging from primary schools to government departments. During the last twelve months our onsite programmes have included Workplace Assessors’ Programmes for, amongst others, the Fire Brigades’ Union, Hampshire Police, Nottingham Trent University, NPower, and the Communication Workers’ Union; one day training events for Stobart Limited, Texthelp, and the Financial Ombudsman; accredited teachers’ programmes for Stanbridge Earls School, Newham College, and Sparsholt College; and half or one day insets for countless schools, colleges and universities throughout the country.

Onsite Training recently reached its 1,000th enquiry and so we thought it would be good to celebrate this fantastic milestone by offering a free training session to the lucky 1,000th customer.

This turned out to be Laura Boyd of the Association of Teachers and Lecturers (A.T.L.). Laura contacted B.D.A. Onsite Training to enquire about a two hour twilight session in dyslexia awareness for union members in Lancashire. The group was to be made up of around 25 delegates ranging from primary teachers to university lecturers so we were only too happy to put together a programme covering awareness of dyslexia and how it affects learners at all levels of the educational system.

Luckily, Helen Boden, one of the B.D.A.’s most experienced trainers, is based in the area and so, on 24th May, she set out to deliver the session in Nelson Cricket Club. Despite the heat (yes, this event took place on one of the few days when the weather remembered that it was supposed to be summer!) the session was enjoyed by all. Comments included: “One of the best training sessions I have ever been too, very informative with lots I can take back to the classroom” and “I can’t believe that we are not taught this as student teachers - it should be in our initial teacher training; great session and Helen was very knowledgeable.”

Laura asked if further events could be organised and we’re delighted to say that a very productive relationship is now developing between the B.D.A. and the A.T.L. As the union currently represents 160,000 members across England, Northern Ireland, Scotland and Wales, and encompasses teachers, supply teachers, heads, lecturers, managers and support staff in maintained and independent sector schools and colleges, this relationship brings a great opportunity to raise awareness of dyslexia throughout the education sector.

Future training events include sessions at the A.T.L. Functional Skills conference in Oldham on 22nd August 2012 and at A.T.L. Continuing Professional Development days in London, Birmingham, and Bristol during the 2012-13 academic year.

If you are interested in finding out more about how B.D.A. Onsite Training can answer your training needs, please contact Liz Horobin at onsitetraining@bdadyslexai.org.uk or call 01344-3481561.
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- 21st November - London

Ask us about our bespoke courses...further details are available

Further information about all courses is available on the Patoss website www.patoss-dyslexia.org
Bridges to Success by Olive Hickmott
ISBN 9781908218780

Whether or not you buy into all of Olive Hickmott beliefs about SpLDs and their causes you will find some very valuable tools in this book, tools appropriate for educators, parents and carers. The author controversially explains learning behaviours as learned with many barriers to learning caused by the environment. Critics may feel that she goes too far in this thinking, but that should not deter them from reading further. Is she being deliberately challenging while at the same time offering new skills with an open invitation to the reader to develop new creative solutions that work for them?

This book shows what Olive Hickmott has learned firstly from personal experience and then many years of working with people of all ages. Her training in Neuro-linguistic Programming (N.L.P.) and Energetic N.L.P. is the basis of many of her techniques.

Olive Hickmott reminds us of the job satisfaction of teaching those with SpLDs. Effecting changes and facilitating the making of skills not just possible, but easy for learners who previously found them hard, if not impossible, is a reward not present in many careers.

She explains that labels such as SpLDs may well confer limiting beliefs causing failure and opting out of traditional learning. Taking “a different perspective” can allow change to happen. By positive reframing people can focus on how they can learn rather than on their deficits.

Encouraging carers and educators to attend more closely to notice and probe further how learners learn makes good sense. Questioning behaviours such as, “How did you do that?” is excellent pedagogy as initiating such conversations is fundamental to developing good metacognitive strategies.

“If they don’t have hopes they are unlikely to succeed”; Olive Hickmott feels that it is very important that parents should be able to hope.

Like many, the author deplores the mismatch of learning and teaching. Over-teaching the thing that is not working is ineffective but the sad reality is that this is often the case. She distinguishes between visual teaching and visual learning. There is a wealth of ideas to help people develop their visualisation skills with the use of guided imagery, metaphor and stories.

The wide variety of topics covered in the book include:

- Creating focus and removing stress thus enabling learning
- Visualising letters and numbers
- Copying from the board
- Converting stories into pictures
- Improving concentration
- Letting go of negative emotions
- Getting into a “grounded” state, the state that is required for effective learning.

Grounding is a technique to use when people are confused, overwhelmed and unable to focus; it is ideal for those learners who seem to have too much racing around in their heads and should also help those with co-ordination problems and who have difficulty controlling their bodies in space. After this exercise one feels more relaxed and calm, more in control.

We have had this experience in a training session at H.A.D.C. where Olive Hickmott worked with a roomful of teachers who were all very positive in their feedback. I now use this with clients and with myself.


The Dyscalculia Assessment provides an excellent overview of this aspect of dyslexia, identifying the specific numeracy problems encountered by a significant number of dyslexics. The findings of the assessment will lead to a maths intervention plan tailored to each child. This book by Jane Emerson and Patricia Babtie is both informative and above all practical, ideal for hard-pressed teachers who need to have such a vade-mecum to hand.

This assessment tool is backed up by teaching tips and strategies, including games and activities which reintroduce the child to the fact that learning about maths can be fun. The list of resources is especially valuable, being one of the most comprehensive I have ever come across in 25 years of advising teachers of children with specific difficulties in maths.

The assessment is very carefully structured so that the child is as relaxed as possible and so can also enjoy the experience. This goes a long way to countering the negative attitude to this subject which may have developed over the years.

Jane and Patricia are both experienced special needs teachers whose advice is built on many years of teaching dyscalculic learners. This book is an essential follow up to a ‘Dyscalculia Screener’ by Brian Butterworth who has written the foreword to this book. There is a very useful appendix that includes a commentary on the Wschsler Intelligence scale for children (WISC 4) and how to combine the information in the WISC reports with the assessments suggested in the book. Based on both, the teacher will be able to use the child’s strengths in work designed to raise his levels of achievement in maths.

In her dedication Olive Hickmott writes “This book will change your view of learning difficulties”. She challenges the beliefs of many of us and queries what is wrong with that. What’s wrong with offering hope? Even if you do not share all the views you will find many techniques to add to your teaching or parenting toolkit; so as the author advises “suspend judgement” and take what you need from this book because you cannot afford to ignore the tools on offer.

For parents or busy people the Workbook and its accompanying CD may be a good place to begin as some people may find the introduction unnecessarily lengthy.

Both book and workbook are available from H.A.D.C.; see the website for details - www.helenarkelldyslexiacentre.org.uk

Bernadette McLean
H.A.D.C.
B.D.A. 40th Anniversary
Set of Books.

The B.D.A. is proud to present a range of books written by a panel of respected experts and authors in the field of Dyslexia and related Learning Difficulties. Four of the books include original illustrations and “Early Identification” is reproduced in full colour. Covering a wide range of topics, including music, dyscalculia, technology and languages, these books will offer advice, tips and hints and good practice in all walks of life from the home, to school and work. These books are available individually or as a complete set.

Contributors to the series include Dr Steve Chinn, Professor John Everatt, Judith Stansfield, E A Draffan, Professor Amanda Kirby, Professor Usha Goswami, Dr Nicola Brunswick and Professor Mahesh Sharma.

More information on each book can be found on our shop, www.bdastore.org.uk.

British Dyslexia Association
Annual General Meeting and Members Day.

Arran Smith.

The 40th Annual General Meeting and Members’ Day, to be held on Saturday 20th October 2012, at The West Oxford Community Centre, Oxford commencing at 10:30 a.m. with registration and coffee from 9:30 a.m.

The day will start with the Members Day, which follows on from our very successful day last year, and will include workshops, presentations and activities for all ages across a wide range of subjects. The event is free to attend for all members and their families and will include a free lunch.

Speakers on the day will include:

Jonty Hearndon  B.B.C. Television personality
Margaret Malpas  Joint chair of Trustee Board
Dr Kate Saunders  C.E.O. of the B.D.A.
Katrina Cochrane  B.D.A. Education Officer
David Lloyd  Headmaster & puppeteer

Following the Members Day, the Annual General Meeting will take place from 3pm - 4:30pm. This is an open meeting for all Members to attend, including Individual Members, Organisational Members, the L.D.A. Representatives and the L.D.A. Members that are signed up to the Shared Membership scheme.

Please book free tickets at membership@bdadylexia.org.uk by Friday 5th October 2012.
Royal Visit for Fairley House School.

H.R.H. Princess Alexandra made a return visit to Fairley House School on Wednesday 30 May when she unveiled a plaque commemorating thirty years of specialist education at the school. Fairley House is London’s leading day school for children with specific learning difficulties and was described last year by the Sunday Times as ‘The Gold Standard’ in dyslexia education.

Daphne Hamilton-Fairley founded Fairley House in 1982 in memory of her husband Gordon Hamilton-Fairley, a professor of medical oncology, who was sadly killed by an I.R.A. bomb in October 1975. Mrs Hamilton-Fairley set up Fairley House because she thought there should be a special school for children with dyslexia and dyspraxia where they would thrive, learn and be understood.

Princess Alexandra officially opened the school in 1982 and at that time it had 25 pupils. Since then, it has grown to 180 pupils with a Senior Department in Westminster and a Junior Department in Lambeth. During this time, Fairley House has helped thousands of children with Specific Learning Difficulties. Many of the school’s alumni have had excellent grades at G.C.S.E. and A-Level and progressed to top universities and now have successful careers in a range of areas.

The school was very honoured that Princess Alexandra kindly returned to commemorate our thirty year anniversary and open our new building at 218 Lambeth Road which adjoins the existing Junior Department. This building has allowed the school to expand and help more children with dyslexia and dyspraxia with new classrooms and a superb hall.

Among those attending the event were Ms Rosi Prescott – Deputy Lieutenant for Lambeth, the Principal, Jacqueline Murray and Daphne Hamilton-Fairley founder of Fairley House School.

Jacqueline Murray thanked Princess Alexandra for so generously giving up her time to come and see the school and then invited her to sign the visitors’ book and view some photographs from her previous visit.

Dr Kate Saunders, C.E.O. of the British Dyslexia Association, was delighted to be in attendance with Patience Thomson, former Principal of Fairley House, Sally Fenton, Principal’s P.A. and David Thomson, Patience’s husband, and praised the work of all the staff at the school.

“Fairley House has been a fantastic school to children with dyslexia over the past 30 years and will remain so for many years to come.”
Tom Merrifield, born to dance, dance, dance...

Eleanor May-Brenneker M.A. Ed; PgDIP. SpLD; A.M.B.D.A.

Born in Sydney, Australia, Tom did not fare too happily at school. In fact, he experienced a miserable time there. Teachers did not understand the literacy and subsequently academic problems he was experiencing due to dyslexia. Tom did not understand why he was not achieving according to the generally accepted opinion that he was a bright lad. Dismayed and disillusioned he left school to join a dance company, with the view to fulfil his dream to become a professional, classic ballet dancer. He focused on this dream, heart and soul and achieved the ultimate through sheer hard work, dedication, passion and perseverance. At the age of 16 he joined the Borovansky ballet as a leading soloist.

Three years later he packed his bags and sailed unaccompanied, all on his own, to Britain on a cargo boat, in order to further his dancing career in his land of hope and glory! And indeed, the West End welcomed him with open (ballet) arms. Tom became principal dancer in a great number of highly popular musicals, including ‘West Side Story’. He made many television appearances too.

After this exceptional and distinguished dancing career he left the West End stage and was encouraged by his much loved wife, Blackie, to pursue yet another of his artistic talents: drawing and sculpting. This soon became his new and full time occupation. With his dancing background, his knowledge of body movement and anatomy he could produce the most fascinating sculptures of the most famous dancers in the world, in their most difficult poses with high acclaim. He had changed the physical dance studio for a bronze one and kept on dancing…..

Tom never attended art academies; he was a born natural talent. His work is admired and sought after all over the world and appears in many private collections from London, to Paris from New York to Monte Carlo and all around the British Isles. No wonder, he is regarded as one of the most productive and talented living artists. Recently, his work and exhibitions have even been heralded on Classic F.M. radio!

In his Hampstead studio he draws and sculpts from life and his creations are generally very realistic, classic and natural looking. He regularly exhibits in his sculpture garden and studio, where you can admire larger than life dancers as well as delicate miniature versions of elegance and beauty in dance and trance. Tom maintains that the most important thing in life is to do what makes you happy and to be happy in what you’re doing. Apart from, his creative talents, his strengths have always been: passion, perseverance, dedication, and focus on clear set goals. These strengths are so often found in many other extremely successful dyslexics.

One of the most challenging commissions in the life of this highly esteemed and prolific artist must have been to be selected to execute a bust of Princess Diane, Princess of Wales, which now adorns the Red Cross Headquarters in London. Tom is never happier than when he is drawing, sculpting, creating to his heart’s content, discussing art in general or his sculptures in particular.

I’m looking forward to strolling around his studio and down his sculpture garden again soon. While wandering about, amongst the most incredibly attractive creations, I will allow my mind and soul to fly with the dazzling dancers in a divine, whirling dream of ballet movements and dance, dance, dance…….
Determined Andrew defies dyslexia to earn Doctorate.

Being dyslexic has never held back determined Andrew Watts and now at 29 he has just received his Doctorate.

Andrew, a former pupil of Fears Community Sports College, Stacksteads, was first identified as possibly having dyslexia when he was at Waterfoot County Primary School, but it was not until he attended Fears that it was officially recognised and he was given a statement.

His mum Caroline, of Waterfoot, said: “Fears bent over backwards to help Andrew and anything he needed they got for him. The school supported him from the moment he started and he came out with eight G.C.S.E.s.

“At that time he told his teachers he wanted to be a chef but his science teacher, Stuart Wearden, said he could do better than that and should aim higher.”

Spurred on, Andrew passed four A levels in the sixth form at Bacup and Rawtenstall Grammar School, and then studied applied ecology at Staffordshire University specialising in marine subjects.

In his final year of the degree he became a disabilities officer with the students’ union and then he went on to be the educational welfare officer and later Student Union president.

He moved back to Rossendale and worked for the Co-op and also in his parents’ newsagent’s in Waterfoot to fund his one-year Masters’ degree at Glasgow University.

Andrew, 29, said: “Towards the end of my Masters’ degree I was awarded a studentship, like a bursary, and that funded my three-and-a-half years doctorate studies.

Caroline said: “He has had to work twice as hard as anyone else because of his dyslexia. He would send his work around the family so we could all read and check it to make sure we spotted any problems that he could not see because of the dyslexia. We are all so very proud of his achievements.”

Andrew, who is currently helping new students at Glasgow University, is applying for jobs.

He is married to Kat, who works for the Church of Scotland dealing with issues around poverty.

Andrew added: “Because of the belief that staff at Fears bestowed in me, I decided to start believing in myself also. I would like to thank all the staff at Fears for their part in making my doctorate possible and would encourage them to keep believing in their students, even those who have learning difficulties like me.

“I hope my example will also inspire students to also have a belief in themselves.”
The Wiltshire Dyslexia Association was recently delighted to welcome Dr Steve Chinn, an internationally renowned maths expert, to Sheldon School in Chippenham to talk about maths, dyslexia and dyscalculia, and how children who struggle with maths can be supported at school and at home.

He gave two presentations – the first was aimed mainly at teaching staff, and another later in the evening, mainly for parents. Over 290 people booked places for the presentations and we were absolutely delighted with the turnout. Several visitors came from miles away, including Bristol and Southampton!

Dr Chinn’s afternoon talk to teachers and T.A.s was entitled “Seven lessons my students taught me about teaching maths”. He explained that after 14 years successfully teaching physics in mainstream schools, he moved to work with dyslexic students and was asked to teach maths. He quickly found out that he was no longer a successful teacher. There was no guidance at that time for teaching maths to dyslexics, so he had to learn how to teach from his students. The excellent talk was about seven of those lessons and how they shaped a new approach to teaching. In his talk to parents he gave an overview of dyscalculia, maths learning difficulties and the factors that create problems for children learning maths. He provided many ideas for supporting the child who is struggling with maths.

John Boaler, SENCo at Sheldon School, said “Steve Chinn talked about those children who do not find Maths easy, and why this is, and what teachers, T.A.s and parents can do to help. He fully engaged the audience with his lively presentation and the feedback I got was excellent. I think in schools we generally give good support pupils with literacy problems, but do much less for pupils who have difficulties with Maths. I am hoping Steve Chinn’s talk to nearly 200 teachers and T.A.s will give us more confidence to work in this area.”

Dr Chinn generously waived his fee and instead he requested donations towards his nominated charity - the Prader-Willi Syndrome Association. We were delighted that we will be able to donate £500 to the charity.

We are confident that the presentations made a huge impact and that many will benefit from the knowledge gained. Numerous thank you messages were received including this one from a dyslexic adult:

“What a wonderful evening I attended listening to Dr Steve Chinn. Oh if only I had heard his words, advice and methods of learning years ago instead of always feeling and being classed as hopeless. It has taken me until that evening at the age of 53 to feel it was not all my fault and had to take the path of life, level to my self worth and confidence level. However with most learning difficulties you learn to use your better skills and get through without too many regrets. Thank you for the invite to a very special evening and for such an inspiring evening!”
Asking pupils of Stanbridge Earls School, Romsey, to produce a pop video in class may not seem appropriate work for GCSE students but, in reality, it is quite the opposite. Devising and recording a 3-minute pop music video requires students to develop many qualities of creativity, planning, co-ordination and teamwork. Stanbridge Earls is a school for pupils with specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and mild Asperger’s Syndrome.

Peter Trythall, Headmaster, said: “The Media Suite is an invaluable tool for our students who can create media products using industry-standard software. They gain proven benefit from the processes employed to produce and record a pop video or magazine spread while enjoying their learning tremendously. Stanbridge Earls is again leading from the front in enabling children with specific learning difficulties to fulfil their potential by building confidence through the use of exceptional facilities and teaching.”

Its pupils love working in the newly opened, state-of-the-art Media Suite and thrive on the opportunity to express themselves through visual projects, as illustrated above. They can now undertake professional-style media productions such as film and video making and designing magazine spreads as an important element in their GCSE and A Level studies.

State-of-the-art technology
The technology available in the Media Suite could be the envy of many businesses. It enables a full class of pupils to work together on a project. Pupils use 12 of the latest i-Mac workstations, with Adobe Creative Suite for graphic design; Photoshop to manipulate images; Final Cut Express for editing moving-image film footage and to fade shots in and out; plus a Green Screen which permits backdrops to be superimposed on film, such as are used by TV weather presenters.

Some say that taking Media Studies is the easy option, but not so at Stanbridge Earls. Producing exciting visual and audio projects is based on a detailed study programme which develops latent skills in Stanbridge’s students, who generally find it difficult to express themselves in writing. These students have built new enthusiasm and confidence through these studies and have produced projects of exceptional quality, exceeding GCSE A* standard. One boy, who previously struggled to achieve satisfactory grades in GCSE exams, due to low self-esteem and lack of confidence, went on to produce an A grade film trailer for his A Level exams.

Pupils develop valuable skills through:
Critical text analysis – by reading and analysing technical codes
Production – using creative skills, planning, leadership, teamwork, problem solving, evaluation and technical expertise
Researching – understanding audiences; the institutions that produce media products and their ideological values, historical and socio-economic implications.

Alison Doherty, Head of Media Studies, says: “The Media Suite is multi-disciplinary. While senior students produce projects for their coursework, children from Year 9, studying Drama, find the Media Suite can help them visualise Shakespeare plays or short stories. Our A Level Music Technology students use the facilities alongside their music editing software when composing; English students are encouraged to read and show understanding and interpretation of texts when producing visual output. It also gives younger students a taster before deciding GCSE options.”

www.stanbridgeearls.co.uk
Outstanding Quality of Education – OFSTED December 2011

Meaning, Morphemes and Literacy
Essays in the Morphology of Language and its Application to Literacy
E Neville Brown and Daryl J Brown

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

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 P.D MSc. BA MINS MSCME AFBP S CP dyslexia
Headmaster Dr. D J Brown DPhil MEA (Psychology of SpLD) MA(Oxon) PGCE
Corporate Member of the British Dyslexia Association
Approved under the 1997 Education Act as a
Specialist school for pupils aged 3-17 years
Excellent Dyslexia Report Excellent GCSE Results

www.dyslexia.gb.com

From this ...
I am wondering about the role of dyslexia in my life. I am missing you and Jace.

To this ...
and with the time on my hands I need. But suddenly I was in a dark, swimming pool, and ended up in a five star arcade. Suddenly I woke up with a start.