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Accessible formats of B.D.A. Contact are available on www.bdatech.org in the B.D.A. members page. password is bda1972.
www.bdadyslexia.org.uk
B.D.A. Helpline Number: 0333-405-4567
Helpline email: helpline@bdadyslexia.org.uk
Dyslexia in Scotland: 01786-44-66-50

Editor:
Emma Abdulaal

Front cover:
Painting: One Man by Mackenzie Thorpe.

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 0333-405-4555.

B.D.A. website — www.bdadyslexia.org.uk
Welcome to the September 2014 edition of Contact.

September 1 saw the introduction of the Special Educational Needs (S.E.N.) Reforms in England. The British Dyslexia Association campaigned extensively to ensure that meeting the needs of dyslexic individuals remained at the heart of the reforms and we will now monitor the impact of the changes on practice and are keen to hear from you on this. Don’t forget that the B.D.A. Helpline, 0333-405-4567/ helpline@bdadyslexia.org.uk is available to answer queries on the implementation of the reforms.

We would like to celebrate and spread examples of good practice for dyslexic individuals in the implementation of the reforms, as well as being interested to hear of difficulties and any related gaps in provision. Please send any information to: media@bdadyslexia.org.uk.

We have three conferences coming up in the next 12 months including ‘Dyslexia and Speech, Language and Communication Needs’ on October 24 in London, with keynote presentation by Professor Maggie Snowling. We are also delighted that Neil MacKay will be speaking at our Dyslexia Friendly Good Practice Conference on February 5, 2015. While on May 1, 2015, the Dyslexia: Improving Outcomes Conference will take place. See www.bdadyslexia.org.uk/courses-and-events/conferences.

Dyslexia Awareness Week, November 3-9, is an opportunity for all those who wish to create a dyslexia friendly society to highlight that ‘Dyslexia Matters…’ The B.D.A. and many affiliated Local Dyslexia Associations will have events throughout the week to spread awareness of dyslexia. Join in by setting up your own events (see www.bdadyslexia.org.uk/get-involved-and-fundraising/dyslexia-awareness-week) or linking to us through social media.

The European Dyslexia Association Summer Seminars in San Marino featured B.D.A. speakers, on Early Identification, and Adults and Dyslexia, as well as an excellent keynote talk by B.D.A. Vice President, Angela Fawcett. Through working together with our European colleagues, we hope to be able to influence change at the EU Commission level.

Please nominate any suitable individuals, schools or organisations for the B.D.A. Awards. It is a huge pleasure to celebrate these inspirational individuals and highlight good practice in schools and organisations. For more information on the awards, please turn to page 34.

We hope as many of you as possible will join us for the Gala Awards Dinner at The R.A.F. Club in Mayfair, London on November 25. Anthea Turner will be hosting and Jonty Hearndon from Cash in the Attic will be the auctioneer. Both have kindly agreed to support this fundraising and celebratory event, and have spoken movingly in the past about their experiences as dyslexic individuals.

The B.D.A. has campaigned extensively to try to get a decent level of dyslexia awareness into all initial teacher training (I.T.T.). We are currently contributing to a government review of the special educational needs content in I.T.T. The B.D.A. argues that ALL teachers are teachers of dyslexic pupils and that as such all teachers should be trained to know:

- How to spot the signs of dyslexia in the classroom
- How to teach in a dyslexia friendly way
- When to signpost the child for possible further assessment and specialist intervention.

The BDA has produced a free power point presentation covering this dyslexia awareness information (see www.bdadyslexia.org.uk/about-us/bda-projects). This has been funded by the Department for Education as part of collaborative work under The Dyslexia-SpLD Trust. The B.D.A. is able to offer a limited number of teacher training organisations a free training session delivered by us. To find out more, please contact: debbieth@bdadyslexia.org.uk.

Disabled Student Allowance has been under attack and the B.D.A. has campaigned strenuously in defence of the rights of dyslexic students to have reasonable adjustments that meet their needs. Thanks go to our volunteers on the B.D.A. New Technologies Committee and B.D.A. Helpline, who have provided key information to the government about the issues involved. Updates of the current position on this and other policy issues (including apprenticeships) can be found on the BDA News webpage.

Finally, huge thanks to all of the B.D.A. supporters who help to improve life for dyslexic individuals, working with you is an inspiration and a privilege.

Dr Kate Saunders,
Chief Executive Officer.
Frewen College

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website: www.frewencollege.co.uk Registered charity no. 307019

Annual General Meeting and Members’ Day

November 15, 2014
Millbrook School, Swindon

Members of the British Dyslexia Association are invited to this year’s Annual General Meeting and Members’ Day. During the morning, there will be sessions from Dr Kate Saunders, CEO; and Katrina Cochrane, Head of Education; as well as our guest speaker Wing Commander Tal Lambert MBE, who will tell us about his time in the RAF and the provisions that he received as a person with dyslexia.

The Annual General Meeting begins after the free lunch. This is one of the ways that members can listen to BDA updates, elect members and trustees to the BDA Management Board, vote on resolutions and suggest campaigns for us to bring to parliament. As part of the Management Board rotation this year there are two Individual Member places available and one Organisation Membership place available on the board. If you are interested in nominating yourself as a member of the Management Board, details can be found at www.bdadyslexia.org.uk/membership/agm

Nomination forms must be in by midday on Friday, 3 October.

For more information or to confirm your place on the day, please contact membership@bdadyslexia.org.uk
A day in the life of an Organisational Member.
Working at S.E.N. Books.

By Colin & Rachel Redman.

August is always a busy month for us. Whilst the schools are closed and families are taking holidays you might think we spend the summer in the sun, too, but that’s not the case, especially this year.

We are publishers as well as booksellers and over the summer we get a chance to catch up on some of the longer term projects that get swamped by the day to day business of selling books. We sell not just on the web and by phone, but also take displays to training days, conferences and national exhibitions. Often Colin Redman, Publisher at S.E.N. is out three days a week across the country and the exhibitions very rarely fall into a neat geographical pattern, so he can be in Brighton one day and Middlesbrough a day later, then back to London! However, while he isn’t travelling we get the chance to work at the books that we want to publish.

There’s a new Primary Curriculum coming in September and the teaching of English has been re-structured, so we are busy reworking the successful “Literacy for Life” series. By Christmas we will have 21 books all of which have to be designed, laid out and the artwork sourced and prepared. The new “Literacy for Life” series will be a full seven-year programme taking pupils through from the earliest reading skills in Reception to Year Six. We have already completed six books and are working on three more so that we have all the Key Stage One books ready for the new term.

Neil MacKay has been busy, too. He has written a new book called “Total Teaching”. Neil is keen that all teachers have a range of skills to deliver Quality First teaching for all pupils. The new S.E.N.D. Code of Practice which comes in this September emphasises that all teachers are teachers of all pupils, including those with S.E.N. So Neil’s new book is about giving mainstream teachers just enough of the specialist skills that dyslexia and other specialist teachers use, to enhance their classroom teaching and boost the support of students with S.E.N.

In addition to this, every autumn there are always a significant number of new books to promote so a new catalogue is essential. Look out for “The Dyscalculia Solution”, as we think it will be very popular this year. You can download a copy of the new catalogue now from our website, www.senbooks.co.uk. Deciding what goes in the catalogue and what doesn’t is always a challenging exercise as we each argue for particular books that we have had good feedback on, or we think will plug a gap in the range we offer.

We are always keen to work with new authors, or add more books, so if you have an idea for a book, please do get in touch. In the meantime we look forward to meeting you at a future British Dyslexia Association Conference.

www.senbooks.co.uk
The Organisational Members’ Day (OM Day) is one of the benefits of Organisational Membership within the British Dyslexia Association (B.D.A.). This year, we are pleased to announce that we are opening our OM Day out to potential organisations that may want to join us in the future.

Organisational Membership is a unique opportunity to get involved with the British Dyslexia Association and support the work we do.

The Organisational Members’ Day will take place on September 26, 2014, at the Ernst & Young building, London and we are delighted that our keynote speaker will be Dr Steve Chinn on Maths and Dyslexia.

The programme also includes the senior management team from Iansyst Ltd, an assistive technology company.

As is traditional at the OM Day, Dr Kate Saunders, B.D.A. C.E.O., will be talking about the work the B.D.A. has been up to over the last 12 months.

Cost
Organisational Members: £20
Non-Organisational Members: £45

Draft timetable

10.20am
John Levell (B.D.A. O.M. Trustee): Welcome and Health and Safety

10.30am
John Levell: The Ernst & Young Dyslexia Network

10.45am
Dr Kate Saunders (B.D.A. C.E.O.): Update on B.D.A. Activities and Events

11.15am
Katrina Cochrane (B.D.A. Head of Education): Project Update

11.30am
The Lord Addington (B.D.A. Vice President): An Update on Government Policy

12:00pm
Lunch

1:00pm
Dr Steve Chinn, former Headmaster, founder and Principal of Mark College: Maths and Dyslexia - Keynote

2:00pm
Ian Litterick, Executive Chairman; and Janine King, Managing Director at Iansyst Assistive Technology company.

3.15pm
Refreshments

3.45pm
Mike Littler (B.D.A. Assessment Manager): Thank you and goodbye

4pm
Close
Rotary Clubs, Lions Clubs and Freemasons!

There is a great opportunity for us to engage with our local Rotary and Lions Clubs, and Freemasons to help secure local support for our Membership Groups. As a service that is very much at the heart of local communities by providing invaluable support to others, our Membership Groups are the type of initiative that clubs such as the Rotary are very keen to support. We therefore have a great opportunity to connect with them and where possible apply to be their chosen charity of the year.

Depending in the size and scale of the group, funding can range from a few hundred pounds to thousands. We would therefore like to ask if anyone is a member of any of these groups and whether they have any advice on how best for us to approach them about becoming their chosen cause. We ask you as our Members to help with this task and welcome any feedback or advice you can provide. Please contact fundraising@bdadyslexia.org.uk if you can assist in any way.

Thanks to Isobel Mackenzie.

Many of you will remember Isobel Mackenzie. Isobel not only worked on the National Helpline as Helpline Co-ordinator, but she also helped produce the information for our website and publications such as the ‘Code of Practice for Employers’ and ‘The Justice Guide’. Sadly after more than 13 years with the British Dyslexia Association, Isobel has retired to spend time with her husband and travel. Isobel has helped thousands of people during that time and will be greatly missed on the Helpline Team.

B.D.A. present at European Dyslexia Association Conference 2014.

Dr Kate Saunders delivering a talk on early identification at the E.D.A.

Margaret Malpas delivering a talk at the E.D.A.

Correction.

In the May 2014 issue of Contact magazine, we reported that membership numbers at South Kent Dyslexia Association had raised from 43 in 2013/14 to 82 in 2014/15. Unfortunately this was a mistake and the provided figures were instead for the Kent West Dyslexia Association. We apologise for the error and wish to congratulate the Kent West Dyslexia Association for its increase in members.

Keep up with B.D.A. online.
The British Dyslexia Association has many online portals that you can get involved with.

www.facebook.com/bdadyslexia www.twitter.com/bdadyslexia

plus.google.com/+bdadyslexiaorguk/ www.bdadyslexia.org.uk
The UK's largest special educational needs show is back this autumn with more advice, inspiration and information for school leaders, teachers, support staff, parents and carers.

Your professional development is at the heart of the show and this year's inspirational CPD seminar programme is brimming with the latest advice from top SEN professionals.

Discover new strategies and approaches for teaching children with Asperger's, ADHD, autism, specific language impairment (SLI) and the specific learning difficulties (SpLD) of dyslexia, dyscalculia, dyspraxia and dysgraphia.

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www.tessenshow.co.uk

Join the conversation #tesSENshow
The vision of the British Dyslexia Association is a dyslexia friendly society enabling all dyslexic people to reach their potential.

Dyslexia and Speech, Language and Communication Needs
October 24, 2014
London

This conference will bring together leading speakers from the field of speech and language to discuss the latest developments in the field. Offering presentations alongside a Q&A panel, this promises to be a rewarding and fulfilling day.

The confirmed speakers are:
• Professor Maggie Snowling, St John’s College, Oxford.
• Anne Fox, Communications Trust
• Dr Courtney Norbury, Royal Holloway University of London
• Rita Fogarty, formerly of The Moat School

Dyslexia and Youth Offending
November 27, 2014
Goodison Park, Liverpool

This free conference will give Youth Offending Teams, Probation Officers and other professionals the opportunity to develop a greater understanding of how dyslexia friendly practice can be incorporated into their work. If you would like to register, please contact conference@bdadyslexia.org.uk

The confirmed speakers are:
• David Ahern, Shannon Trust
• Bob Hext, Crossbow Education Ltd
• Jo Gregory, British Dyslexia Association

For more information and pricing:
E: conference@bdadyslexia.org.uk
W: bdadyslexia.org.uk (Training and Events)
T: 0333 405 4555

National Helpline:
0333 405 4567
Charity No. 289243
The Festival of Dyslexic Culture.

The Festival of Dyslexic Culture, in association with London Metropolitan University, is due to take place on November 8, 2014 at the University’s Holloway Road site in North London. The festival will comprise of three main elements: a Symposium, a Festival, and a Concert. The symposium will feature academic speakers with dyslexia or overlapping neurodiversity, including the research from a number of dyslexic PhDs. The festival will run throughout the day and include multimedia performances and workshops, open mic, poetry slam, filmmakers, an art exhibition and prize-winning poets among others. The concert will run take place in the evening at the Rocket Theatre.

www.youtube.com/user/Drcoopererre
For more information on the festival, please visit www.festival-of-dyslexic-culture.org.uk

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"It probably saved us approximately 100 LSA hours of marking and processing"

SENCo Maidenhead
Light and shadows.

Despite being told he would never amount to anything, Mackenzie Thorpe is now one of the most respected British artists of his time. Emma Abdulaal speaks to him about his work and how he felt growing up with unidentified dyslexia.

As a child, Mackenzie Thorpe was caned for being “thick and stupid” and told that he would “never get into heaven or be married” because he was “a waste of space”. He would try his hardest to write long essays, but get marked down for grammar and spelling before eventually leaving school at the age of 15 and going to work in the shipyards. However one thing that Mackenzie was good at was drawing and fifty years later, his iconic artwork has made him one of the most well-known and collectable artists in the UK today.

Mackenzie was born in Middlesbrough in 1956 and was the first of seven children. In the same way that his work shows two very different sides, as do his recollections of childhood with a sense of community running alongside memories of loneliness and the darkness that played such a large part of Mackenzie’s early years. Instead of being supported as an artist, Mackenzie was told his talent was no more than a hobby and without a “proper job” he would amount to nothing. It is these elements of light and dark together that has given Mackenzie’s work its unique appeal and he describes them as being an essential part of life because how can you know one without the other.

Suffering from unidentified dyslexia, Mackenzie struggled against the stigma he faced and said, “It wasn’t just me who struggled, as my dad, granddad and brother all couldn’t read or write too so people said we were thick. Many years later, my wife Susan and I had a son and he was the same as me. This broke my heart and I remember crying that I had done this to my son. My wife suspected it could be dyslexia, we sought help and now he is training to be a teacher.” Since this interview, Mackenzie’s son has now qualified as a teacher.

After numerous years working in the shipyards, Mackenzie’s uncle encouraged him to apply to...
Middlesbrough College of Art and despite his difficulties with the application form, his obvious talent earned him a place. Some years later and Mackenzie is now visiting schools in the UK and Japan to share not just his art, but his story of dyslexia as well. He added, “The children like knowing that there is someone older than them, who is like them and has survived. If someone had come into my school when I was a child and told me it was a good thing to be able to draw, perhaps things would have been different.”

Emotion plays a very important part in Mackenzie’s work and the raw power behind it is clear to all who view it. In his first shop, Mackenzie recalls a young nurse coming in to look round before bursting into tears at the sight of a painting of a farmer and wife looking down at a wilted flower in the Dales. The painting came with no written description, but visually told the story of a young couple who had lost their baby, buried it and later found that at the grave a single flower had bloomed. The young nurse eventually told Mackenzie she had miscarried and the painting had brought it flooding back. “That is what art should be. If it doesn’t knock you across the room, it isn’t art,” said Mackenzie.

Despite his undeniable talent and reputation among the art industry, Mackenzie still struggles with his confidence. “I’m 57 years old and the biggest fear I have is that my work will be crap, so what I was told as a child has stuck with me all this time. That sense of shame, embarrassment and lack of self-esteem remains. I don’t know why someone would want to talk to me and the awards I receive mean nothing because I feel like they’ve got the wrong person. Despite all these achievements, nice hotels and meeting the Queen, I am still that little boy who lives round the corner.”

On the importance of art in his life and whether it saved him from a future that could have been very different, Mackenzie said, “I think Susan - my wife, saved me. Art was a by-product. I question what I’d be and where I would be without it. I think I would probably be an unemployed drunk, but who is to say I would be a bad person.”

Mackenzie will be judging the art category of the British Dyslexia Association’s Dyslexia Awareness Week awards. He will also be attending our Gala Awards Evening on November 25. For more details on the awards and competition, please turn to page 34.
Making a change.
After struggling through education due to unidentified dyslexia, Sarah Chapman is now looking to provide positive support to others.

Sarah Chapman is a 30 year old mother who was formally identified as being dyslexic as an adult. She struggled through much of her early education and recalls being reduced to tears by teachers who forced her to recite her times tables in front of the class. After leaving school, Sarah travelled the world working before finding out she was expecting her first child. Alone and without work, Sarah was terrified of what would happen to her and her unborn child. Deciding to embark on a number of classes at an adult education centre in Nottingham was the change Sarah needed and following the birth of her first child, she had gained the confidence in herself to apply for an Access to HE: Teaching diploma course. Realising that she was struggling more with the reading aspect of the course than other areas, Sarah began researching and found dyslexia popped up numerous times.

After being accepted to the University of Derby to study Education, Sarah was assessed and describes finding out she was dyslexic as being “hit by a brick”. After going through numerous stages of anger and denial, Sarah said she found herself becoming fiercely driven. Her life continued to move forward when she married her now-husband Chris and gave birth to her second child, Alexander. She describes university as being challenging, but continues to work hard. 2014 has been great so far for Sarah with the launch of ‘Young Dyslexics’, a national awareness initiative for UK schools and her nomination at the National Diversity Awards, which will be announced on September 26 in London.

In the first of a two-part series, Sarah talks to the B.D.A. about how important early identification is and how she feels to be nominated for such a prestigious award.

B.D.A.: As someone who was found to be dyslexic as an adult, how important do you think early identification is?

Sarah: Looking back, I think my life could have been very different. It saddens me deeply, when I think about my personal experience of education. School was horrendous for me and I left believing I would never amount to anything. This is not right, and I cannot bare the thought of any child feeling the frustration that I felt; not understanding why they are struggling with certain things at school.

In my opinion, the most damaging thing for a dyslexic child is how easily their confidence and self-esteem can be diminished; and this needn't be an issue. Knowledge is power, and the earlier dyslexia is recognised and understood the better. Every dyslexic child should have the chance to grow up believing that they too can be successful in anything they choose to do.

B.D.A.: Why does dyslexia matter to you?

Sarah: I am a firm believer in things happening for a reason and being dyslexic is just who I am. I am proud to be dyslexic and I love having many strengths that allow me to excel. In-fact I excel in more areas than I struggle.

Although I took the long route to where I am now, my hurdles have made me strong, determined and fiercely passionate about improving not only my life but the lives of other dyslexic children and adults. Dyslexia matters to me because being dyslexic is being someone amazing! Neurodiversity is a wonderful thing and I only hope that I can inspire others to see the multiple strengths within them.

B.D.A.: How did it feel being nominated for the award?

Sarah: I had 372 endorsements from people that wrote about how I changed or impacted on their lives. I sat and sobbed as I read most of them as their words meant to so much to me. I cannot believe that I have made the shortlist from the 21,000 nominations this year but it feels amazing. For someone who grew up feeling worthless, believing they were stupid, this award nomination is just incredible. I genuinely feel complete.
Invites you to the B.D.A. Awards Dinner, our annual fundraising event, hosted by Anthea Turner

Date: November 25, 2014
Time: 7pm-Midnight
Venue: The Royal Air Force Club, Mayfair, London
Dress Code: Black Tie

Individual tickets from £85 and tables starting at £800. Entertainment will include a three-course dinner, awards ceremony and charity auction.

To book, contact 0333 405 4555 or fundraising@bdadyslexia.org.uk

Sponsorship packages for Gala Awards Evening

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- Table of 10 in prime location in the ballroom
- Drinks reception for you and your guests
- Acknowledgement, for you or your brand, on event communications
- Included in the official event photography
- Presentation of an Award
- Acknowledgement, for you or your brand, during the Awards Ceremony
- An advertisement in the programme
- One 200 x 200 web advert in the Events section for six months
- One half page advert in Contact magazine after event

**Gold Package - £1,500+VAT:**
- Table of 10 in prime location in the ballroom
- Drinks reception for you and your guests
- Acknowledgement, for you or your brand, on event communications
- Included in the official event photography
- Presentation of an Award
- Acknowledgement, for you or your brand, during the Awards Ceremony
- An advertisement in the programme

**Silver Package - £1,000+VAT:**
- Two tickets instead of a table
- Other benefits listed in the Gold Package

**Supporters package - £250+VAT:**
- Two tickets
- Logo on supporters page of the programme
- Logo in Contact magazine after the event acknowledging support

If interested in advertising, sponsoring or donating for this event, contact fundraising@bdadyslexia.org.uk

www.bdadyslexia.org.uk
Since he was a young child, Tom Harrison has suffered from learning difficulties. He describes himself as being poor with academic subjects such as English and Maths; however he found solace in design and boat building. Over the years he discovered that the best way for him to be more efficient is to relax and be better organised with his tasks. Now Tom is on a mission to improve awareness about dyslexia and raise money for the British Dyslexia Association and the Royal National Lifeboat Institution by windsurfing across the North Sea in 2015.

On the challenge, Tom said, “Often people put their hobbies and sporting activities to the test and use them as vehicles for something. In this case I’m a very keen windsurfer and it just made sense to me to tie the windsurfing and fundraising. I have always wanted to do a long windsurf challenge and now I am ready to do it.” Tom will be windsurfing from the outer crouch buoy in Burnham on Crouch to Oostende in Belgium, a distance of around 75 miles.

Tom is aiming to complete the challenge in the summer of 2015 and said that he is using the time now to prepare himself by training and fine tuning the equipment he will be using on the boat. This will be his first fundraising challenge to take part in, but he has travelled all over the world doing various activities including crossing the Atlantic as co-skipper of a 71ft ketch. For this challenge he is training four days a week in the gym as well as windsurfing and said that he is now following a very specific nutrition programme as well.

Tom has worked with boats including building and maintaining them for many years now so when he spent last winter building a second board and upgrading the support boat to include a new communications system it was time well spent. On how dyslexia has affected him over the years, Tom said, “Predominately English, spelling and maths are my main difficulties. Not just the subjects themselves, but communicating the information from brain to paper and paper to brain. Often the words simply get jumbled up and I don’t understand a thing! So the result being I have to work so much harder to achieve small step. This however is in an academic situation. When it comes to making, shape and design I very much feel at home.”

In order to develop himself both personally and professionally, Tom decided to undertake a degree in Mechanical Design and Manufacturing at the University of Plymouth. While there, he wanted to improve his knowledge on the practical side of engineering so went to the art college and signed up for a course in jewellery making. Tom said that this course really helped him understand the skills he was
learning at university as many of the techniques used as similar to those utilised within engineering. He added, “I tend to think jewellery making is like pretty engineering without the maths.”

A love of jewellery design grew within Tom and now he has a small jewellery business that he hopes to develop and run alongside the boat making he still does and enjoys. More information on the jewellery business can be found at www.tomharrisonjewellery.com.

On why he has decided to raise Monday for the British Dyslexia Association, Tom said, “It is a very simple answer. I am dyslexic and have suffered a lot at the hands of my dyslexia so if I can help others in some small way then it can only be a good thing. I have only learnt in the last few years that I need to be very organised and tidy so the lack of visual clutter helps me think more clearly. This has been very obvious when in my workshop. If tools are not where they should be then I can get confused and lose my train of thought.”

If you are interested in finding out more about Tom’s challenge, then you can visit his webpage: www.tomharrisonnorthseachallenge.com or if you would like to donate and help Tom reach his target of £10,000 by visiting his Just Giving page: www.justgiving.com/thomasHarrisonwindsurfing
Introduction to the Key Assistive Technologies to Aid Dyslexic Learners and Adults.

Edited by Abi James, Chair.

Technology has been used by dyslexic individuals to overcome their difficulties with reading, writing and organisation for more than three decades. Some of these applications involve specialist technology that mitigates the difficulties encountered by dyslexic individuals. This technology is known as assistive technology but may also be referred to as enabling technology or auxiliary aids (the latter term being used in the UK Equality Act 2010). While there are now hundreds of tools, products and apps available, this document outlines the most popular assistive technologies: text-to-speech, speech recognition and mind mapping, with signposts to further information provided by the B.D.A. N.T.C.

Text to Speech.

Text to Speech (T.T.S.) is when the computer reads aloud chosen text on the computer screen using a synthesised voice. T.T.S. is one of the most powerful ways technology can be used to help individuals who need help with reading or writing, particularly if the child or adult:

- reads slowly or with difficulty;
- finds it difficult to concentrate when reading;
- wants feedback when writing;
- needs help with spotting errors when proof-reading;
- benefits from the multisensory experience of seeing and hearing.

T.T.S. allows you to hear text on the screen read aloud to you. This can be used to read text you would otherwise struggle to read, or to check what you have written (speech-enhanced proofreading).

Nearly all computers come with some basic text to speech voices, but it is the software tools that make use of the voices to provide the controls and functions that can help access text on a computer. These software tools or apps may be displayed as an extra toolbar or taskbar icon. They can enable any text on the screen to be spoken. T.T.S. tools differ from screen reader applications for users with visual impairments or for those who are blind. The key differences are that tools to support reading allow users to control when and how the text is read aloud, usually through a play button along with other “tape recorder” type buttons. T.T.S. can speak the body text in documents, web pages and many other applications. Some software for dyslexic people can read out menu items, navigation links and icons.

T.T.S. can often be used as a “computer reader” in exams for candidates who qualify for reader access arrangements.

T.T.S. has been found to be most helpful when it highlights the words as they are spoken. This allows readers to track the words being read aloud on the screen, making it easier to connect letter patterns to sounds and to identify errors. Dyslexic
people say this focuses their attention and helps their understanding of the content. T.T.S. with highlighting provides a multi-sensory reading experience and some studies have shown users’ reading skills improve by combining T.T.S. and text highlighting. T.T.S. is also available on most SmartPhones (such as iPhones and Android phones) and Tablets (such as iPads). T.T.S. tools range from free applications that require the user to copy text into a separate window and will require the purchase of a higher quality voice, through to commercial applications that are able to highlight within a range of documents such as PDFs, web pages and Office applications. Details of the latest applications are available at http://bdatech.org/what-technology/text-to-speech/.

Speech Recognition or Speech to Text.

Speech recognition is when you talk into a microphone, computer or phone and it converts what you say into text. Although it has been around for over 20 years, the technology has recently significantly improved and is now built into popular phone devices such as the iPhone (Siri), search engines (Google Voice) and both Windows and Mac operating systems. In the past many users have been put off this technology as it took a long time to train and often failed to recognise certain types of speech output (particularly those of children). Software packages such as Dragon Naturally Speaking, are able to accurately recognise most users’ speech in a few minutes if loaded onto a powerful computer. However, to use speech recognition successfully not only requires a fast computer but also skilful use of T.T.S. tools to aid correction of errors that may be hard to spot.

For individuals who struggle to spell but are able to fluently dictate, speech recognition can capture what they want to write and transcribe it with correct spelling. Tools and strategies such as T.T.S. and re-voicing can be used to correct transcription errors without needing to spell any words. However it can take training, patience and persistence to develop these skills and therefore it is not suitable for all dyslexic individuals (our estimates are that about 40 per cent of dyslexic individuals benefit from speech recognition).

To see Dragon Naturally Speaking in action we would suggest watching this video case study http://youtu.be/fj85zQT184o. There is also guidance on considering speech recognition strategies on the B.D.A. N.T.C. website at http://bdatech.org/what-technology/speech-recognition/.

Concept and Mind Mapping Tools.

Dyslexic individuals often struggle to organise and structure their thoughts and ideas; which may be due to reduced processing speeds and working memory. This can impact on writing (e.g. structuring a report or essay), personal organisation (e.g. remembering and practising tasks) or verbal communication (e.g. planning and creating presentations). Dyslexic individuals often think non-linearly, using pictures and visual imagery to recall information. Generating linked symbols or pictures into what have become widely known as ‘Mind maps’ can help with time management, planning and
organisation. Images can be used instead of words and features such as: changing colours, re-sizing and spatial position can be used to convey information on topics, key points or actions to be taken. Once a mind map has been created it can be converted into an outline for a report or into a presentation. Mind mapping has also been found to help with memory skills, vocabulary and comprehension; areas that many dyslexic learners struggle with.

There are many mind mapping programmes available, but some are more ‘dyslexic friendly’ than others. The B.D.A. N.T.C. website lists some mind mapping programmes being used by schools, colleges and universities to support dyslexic learners, as well as individuals in the workplace - http://bdatech.org/what-technology/mindmaps/.

Other Powerful Tools.
Some of the other tools commonly used by dyslexic individuals (and often combined with those mentioned above) are:

- advanced spell checking and auto-correction tools to aid spelling.
- talking dictionaries and spell checkers to help identify correct spelling.
- colour overlay software or altering font and colour settings to aid those with visual stress.
- Scanners and optical character recognition (O.C.R.) software for scanning books and documents so that they can be read aloud.
- Note taking through audio recordings and note-taking apps.
- Calendar, memory aids and reminders tools to aid organisation.

Factors for Successful Use of Assistive Technology.

While cost is often seen as a barrier to using technology, this is no longer the case as free or low cost versions can be sourced, although care needs to be taken to ensure these applications are maintained and updated by the developers so that they work on recent operating systems.

It can be difficult to acquire accessible books and learning materials that are compatible with assistive technology, but once again advice is available and changes can be made to the materials.

We have all at some point experienced the frustration of trying to learn to use new technology and for those with a specific learning difficulty it can take time, patience and expert support to ensure its successful integration as a useful strategy to aid work, learning and leisure activities. Therefore when selecting technology it is always important to consider individual needs, plan for training and ensure future support and advice is available. But once an individual has learnt how to match the technology to their needs it can enable them to work independently, gain confidence and have successes that can really highlight true abilities.

Further information on how assistive technology can assist learners and individuals with dyslexia can be found on our website at www.bdatech.org.
Unleash your potential

"We cannot solve our problems with the same thinking we used when we created them."

Albert Einstein
Theoretical Physicist, Dyslexic

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Technology can really help... But only if you want it to.

This article is written by Enrico Riva, an Assistive Technology specialist with experience as a dyslexic adult that runs his own business. Within this article he writes his view on the most relevant technological solutions for adults with dyslexia.

In my experience as an assistive technology trainer and D.S.A. assessor most of dyslexic people are introduced to the possibility of using assistive technology further along into their education at University or their workplace. This can pose a problem with the introduction of new technology and ways of working as the longer you leave change the more difficult it will become to learn.

Learning to write with your voice, read with your ears or organise your thoughts onto a mind map are skills that you will need to invest time into at the beginning. It is going back to basic learning skills which can be very rewarding for anybody who has struggled with reading and writing. Guidance with the technology at the beginning is fundamental to this journey and will set your skills from the start.

It can take quite a considerable amount of time in order to learn a new skill and educate yourself to change your ways of working, patience really is key. Be patient with the technology and with yourself, the technology needs to be used consistently until it becomes second nature to you. Once you have committed yourself to a new way of working stick to it and don’t use different systems to complete each task. You need to commit to this to reap the benefits.

The assistive technology that you choose to enhance your skills needs to be reliable, if you experience problems and issues with this; you are setting yourself up for a fall. Be confident in what you choose otherwise it will be hard to build this into your day to day life and you will become distracted and give up if you have a battle every time you turn on your phone or computer!

Assistive technology software solutions tend to be more advanced and reliable on Windows and Mac when compared to apps ran on smart phones and tablets. However, the only drawback to this is that they can be more expensive. However, if you are employed or self-employed you can apply for a government scheme called “Access to Work”, which provides funding towards software and training support for eligible candidates.
Where apps are less developed, they are useful when you are on the move. There is a wide variety on the market and are affordable. As with the nature of all apps they can be unreliable so it’s best to do some research beforehand.

If you experience difficulties with aspects linked to writing, such as spelling, handwriting, typing, organising your thoughts and putting your ideas down on paper; voice recognition software would be the ideal solution for you. It will allow you to dictate and input text with your voice.

To organise your thoughts onto paper mind mapping software can be the perfect tool. Alternatively if you prefer to type or when it is not possible to use voice recognition, Global Auto Correct will discreetly and automatically correct spelling mistakes as you go in any application on your computer.

If you have difficulties focused more on reading skills there are solutions out there to help.

Text-to-Speech (T.T.S.) software will read back and highlight any document that you require, be it an email, PDF or an article online. It will also allow you to convert paper documents into readable text. T.T.S. is also the ideal solution for proof reading your own work as you will hear any discrepancies you have made.

If you find it difficult to manage your time, using a calendar to organise yourself will be very beneficial. For example, Google calendar can be accessed from any computer and be synchronised to your phone or tablet. This allows you to create reminders with pop ups, text messages and e-mails. In a case where you need to plan or organise a series of tasks, the mind mapping software mentioned earlier could be the solution for you.

If your short term memory hinders you and you find it hard to take notes in meetings or receive and understand instructions then there are a few solutions that can help. These include a digital voice recorder, which will allow you to record in any environment and play back when needed.

If you like writing, the Livescribe smart pen will allow note taking whilst recording audio synchronised to the same document. This can be uploaded to your computer and handwriting can even be converted into text.

There are many solutions on the market today and I have only touched on a few in this article. All of the mentioned supported mechanisms can help and assist in day to day learning and enhance your skills further.
New guidance available on S.E.N.D. Reforms.

Earlier this year, The Dyslexia-SpLD Trust announced the launch of its new guidance to support schools and Local Authorities in implementing the S.E.N.D. reforms with a specific reference to children and young people with literacy difficulties, specific learning difficulties and dyslexia.

The guidance will help Schools and Local Authorities to:

- Deliver a comprehensive Local Offer to those children and young people with literacy difficulties, specific learning difficulties and dyslexia.
- Review existing resources and materials which can support their graduated response.
- Signpost to existing resources and training materials to enrich professionals’ understanding and develop their skills in universal and targeted provision.
- Select good practice to support all pupils experiencing literacy difficulties in schools and colleges.

Included and available to download are: A comprehensive online guide including case studies and examples of good practice; a series of individual support resources by a range of providers; and links to training materials which local authorities and schools can use to support their practice. To download the pack, please visit www.thedysexia-spldtrust.org.uk or contact SENguides@thedyslexia-spldtrust.org.uk

Information pack for parents released.

In July, Dyslexia Action released a free online guide to help parents and carers further understand the changes in Special Educational Needs that came into affect this summer. The guide entitled “How to… Navigate the changes in Special Educational Needs and Disability (SEND) provision”, details the new legal requirements that schools and colleges have to follow under the SEN and Disability Code of Practice: 0-25 years. It also informs readers what these changes mean for children with special educational needs. The pack can be downloaded from the Dyslexia Action website.

Key changes.

The SEND Reforms, which came into effect on September 1, have received much coverage in the past couple of months and on July 30 the statutory guidance was approved by Parliament. The 0-25 Code of Practice, for children and young people with special educational needs and disabilities (SENCs), applies to early education providers, school staff, headteachers, Youth Offending Teams, SENCos and local authorities among others.

Key changes include Education, Health and Care (EHC) Plans replacing Statement of Special Educational Needs and Learning Difficulty Assessments; and Local authorities and schools/colleges publishing a Local Offer and School Offer respectively. Under the new code, authorities are told that they must take the young person and their parent’s views into consideration so a key introduction to all of this is mediation which gives 0-25 year olds the right to appeal if they are unhappy with the support they are receiving.
Exhibitions update.

The British Dyslexia Association (B.D.A.) is involved in a number of campaigns. One is our continuing campaign to ensure awareness of dyslexia during initial teacher training (ITT), while another is to create a dyslexia friendly society where all dyslexics can reach their full potential. We can take a step towards achieving this by visiting and exhibiting at selected exhibitions. At these shows, we can continue to raise awareness to the right target groups; teachers, educators and business people.

The B.D.A., along with The Dyslexia S.p.L.D. Trust will be attending this year’s T.E.S. Special Educational Needs Show from October 10-11, 2014, at the Business Design Centre, Islington in London. This will be the seventh consecutive year that we have attended and the B.D.A. is really excited to be named as one of the partners of the show for the first time. It is estimated that there will be over 3,000 visitors over the two days.

At the show the B.D.A. aims to support members of the educational community with information regarding dyslexia and best practice. We will also be advocating that schools and organisations become Dyslexia Friendly by considering the B.D.A. Quality Mark for schools, councils and organisations, as well as advertising current events and conferences.

The show is free to all delegates that wish to attend the exhibition, so why not pop along and say ‘hello’ to us on stand 23 http://www.tessenshow.co.uk/

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Dyslexia Awareness Week 2014.
Dyslexia Matters…

Dyslexia Awareness Week runs from November 3 to November 9, 2014, and is an annual event that aims at not just raising awareness, but also showcasing the amazing achievements that people with dyslexia have made. This year’s theme is “Dyslexia Matters…” and within this we will cover everything from creating a dyslexia friendly environment, supporting and encouraging those with dyslexia, and our ongoing campaign to include dyslexia awareness in initial teacher training.

This year, the British Dyslexia Association (B.D.A.) has organised a series of events during the week, which celebrate the different areas in which people with dyslexia have succeeded and encourages others to get involved. As with previous years, resources and fundraising packs will be available for download from the British Dyslexia Association website (www.bdadyslexia.org.uk). For more information or to be placed on the D.A.W. mailing list, contact media@bdadyslexia.org.uk

November 3.
Monday sees the launch of Dyslexia Awareness Week 2014 and introduction of our “Dyslexia Matters…” video campaign. The campaign will see people record a one-minute or less video that asks them to start with “Dyslexia Matters to me because…” and talk about what dyslexia means to them. The campaign is open to everyone whether they are a person with dyslexia, a teacher or an employer. The videos will be uploaded to the B.D.A. YouTube channel for others to see as well as promoted across our social media. We are asking people to share their video on social media to raise awareness of the campaign and make a donation to the B.D.A. through our JustGiving page: www.justgiving.com/dyslexiaassociation

November 4.
Tuesday will see the B.D.A. teaming up with the Dyslexia Association of London and hosting a free entrepreneur’s event at a venue on Oxford Street, London. The event includes talks by Good Story – a mentoring charity that helps young entrepreneurs turn their ideas into a reality, as well as people with dyslexia who have started their own businesses. The event is open to the public and people are able to drop in to listen to talks, network with those in attendance or get more information about B.D.A. services such as workplace assessments, Organisational Membership and how to become a dyslexia friendly employer. A video booth will be available allowing visitors to record videos as part of the “Dyslexia Matters…” video campaign.

November 5.
On Wednesday afternoon, the B.D.A. is back at the Oxford Street venue where we will be holding an arts and literacy session featuring artists, poets and singer/songwriters with dyslexia. The session is free and open to the public. In the evening, we will be hosting an exhibition at the same venue that showcases the artistic entries we have received for the D.A.W. competition. The exhibition will start at 6.30pm. The “Dyslexia Matters…” video booth will also be available throughout the day.

November 6.
Thursday evening sees the Bloomsbury Institute hosting the B.D.A. with an author’s evening featuring Sally Gardener – author of Maggot Moon and Tom McLaughlin – author of The Diabolical Mr Tiddles. The evening will start at 6pm with drinks, followed by a reading from both authors and a question and answer session. Schools are invited to send in questions to the B.D.A. prior to this event and a selection of these questions will be put to both authors. The evening will be turned into a podcast that will be available for download after the event. Tickets will be available for purchase from the Bloomsbury Institute. The “Dyslexia Matters…” video booth will also be available.

November 7.
We will be hosting a live social media chat on the Friday in conjunction with our Helpline where you can ask questions relating to dyslexia. During
this session our National Helpline Manager, who represents the B.D.A at government policy level and has been involved in everything from apprenticeships to the use of assistive technology in SATs; as well as our Helpline Co-ordinator who helps advise people on a daily basis and knows about the issues currently affecting our callers. More details relating to this event will be released closer to the date.

**November 25.**
The B.D.A. Gala Awards Evening will take place on November 25 at The RAF Club, Mayfair. The evening will be hosted by Anthea Turner and include an awards ceremony, three-course dinner and live auction. More information on this event can be found on page 15.

**More information.**
The two afternoon sessions on November 4 and November 5 will run from midday until 5pm.
The events on November 4, November 5 and November 7 are free to attend/participate with, however donations are welcome. All other events will incur a cost.

**Get in touch.**
If you are holding an event during Dyslexia Awareness Week, let us know what you have planned and we will share it with our social media followers. Also we would love to see your photos and hear how your events went, so please send them through to media@bdadyslexia.org.uk

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**Dyslexia Association of London - Dyslexia Awareness Week.**
As part of Dyslexia Awareness Week 2014, the Dyslexia Association of London will be relaunching with a new website, logo and holding a series of free events in central London from November 3-9. On offer will be dyslexia screening, one-to-one advice, equipment demonstrations, an art exhibition and lots more! There will also be a number of evening seminars exploring topics such as dyslexia in the workplace, dyslexia in relationships and the links with entrepreneurship. These events will be held at their pop-up resource centre in Oxford Street, London. More details can be found about all of these events on their new website: [www.dyslexialondon.org](http://www.dyslexialondon.org)
European Youth Project.
What I learned at the Young Adult Dyslexia Conference.

By Anthony Yates.

This article is about the Youth Conference in Würzburg, but before I talk about it, thanks needs to be said to all the people who fought so hard and for so long to get me and other dyslexics in this country the accessions and help they need to be able to show the world just how capable we are. I know that at this moment you are preparing yourselves to once more step into the breach on our behalf and again I thank you and ask you not to give up, it is worth it.

As part of one of the conference workshops we were each asked to produce a poster about what help you can get at different levels in our education systems and in the world of work. This was a real eye opener for me as we had people from all over Europe sharing their experiences with us. I will not try to spell their names as I will only embarrass myself, but there were two young people from Spain, two from Germany, one from Switzerland, one from Turkey and the two Brits. As each pair (the Swiss guy and Turkish girl were paired together for this) presented their poster I sat there thinking I would not be here without the help I received and instead could have ended up in some dead end job or worse. However as the week went on, I realised that events like this are not just for the people who attend. Although, all said that it is an opportunity they want to experience again, it was also a chance to stand together against the nay sayers and say in one loud voice, “We are dyslexic. It does not rule us, it does not define us, but it is something we live with on a daily basis.” There are too many of us spread around the world with the same problems and the same stories for it to be made up. Too many of the stories about people’s experiences at school are bad and this has to change. I hope this week has given the others on the course the confidence boost it has me. I hope that this conference can be repeated for those who could not attend or did not know about it, if they had attended I know it would have helped them as well.

While these sorts of events won’t be right for everyone, for those it is I can think of no better way to get out of the bubble that dyslexics put themselves in and build them up at the same time. They too can stand tall and say I am as smart as anyone else and I deserve the help I need to show it; so please, keep fighting for a fair education system and signposting projects like this in order for more people to have an amazing week like I had.
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Anchors away! Is it ever too late to learn?

Eleanor May-Brenneker, MA; PgDIP. SpLD; AMBDA.

Alan, a middle aged man, (although he doesn’t look it) is severely dyslexic. And I mean: severely. How he has been able to manage wading through the quagmire of a world that is dependent on and thrives on literacy, without getting himself bogged down, is a miracle. So far, he has carefully, sanely and successfully been avoiding the hazardous dangers of a life where you are constantly surrounded by words or text in print or writing; where dour demands are made on your reading or writing skills 24/7.

Can you imagine not being able to read a book, a newspaper, magazine, instructions, transport info, traffic signs, consumers’ articles or shops’ special offers? Let alone dropping someone a line or writing a card, note or letter to family and friends?

Well, Alan has managed. At primary school he sat at the back of the classroom and was usually told to draw or to copy items from the blackboard (in those days). He had not got a clue what he was copying and painstakingly ‘drew’ the symbols that would be like Chinese characters to most of us. All this copying made no sense to him. However, when the teacher told stories or explained verbally the subject or topic in discussion, he could easily cope by processing the information auditorily or kinaesthetically, thus storing it subsequently successfully.

Better still, when he moved to secondary school, where he ended up in a class of ‘underachievers’ that received less academic and more practical or vocational training, he was top of the class. He thrived in all hands-on subjects. In fact he was the best in metal and woodwork as well as designing and maths (the latter only if there was no text involved). The carpentry teacher confessed that he could no longer teach Alan anything, for Alan knew more about woodwork than he did!

Yet, Alan could still not read or write and it became obvious that an apprenticeship or learning on the job would be the only way to go forward. Eventually, he became a professional joiner and cabinet maker; double glazing expert, door and window frame designer, boat builder and mechanic without tests, exams, certificates or diplomas. Whatever he turned his magic touch to worked for him. A lasting testimony to his varied skills is on show in Bromley Gardens (Kent). There stands a gazebo he constructed some years ago, still in its full glory (see picture). He can count among his customers celebrities such as Shirley Bassey, Eric Clapton and Status Quo, to mention but a few.

Besides all these skills Alan even ran a kebab restaurant for many years and cooking is still a favourite past time for him. He has never really been unemployed, nor has he ever claimed benefits. He has always managed to find a job, admittedly, even if he was sometimes obliged to look hard for one especially during ‘quiet’ times.
Despite this, there was still always this nagging need for him to want to master reading and writing. Although he had often tried literacy classes or 1-to-1 tuition, success seemed to elude him.

Less than a year ago, however, Alan joined an adult dyslexia support group in Bromley (DABBGL) and a literacy/numeracy class at college. He also privately embarked on a touch-type course, a systematically and specifically structured method designed to help dyslexics develop their literacy. With a fair dose of encouragement and perseverance he practises touch-typing regularly. Slowly and surely he appears to make great progress. He can now manage most listed High Frequency Words that form about half of our reading material. He has started to take an interest in coping with emails, plus reading and sending texts, however tentative and simple the format may be. He is picking up the odd newspaper and spelling out some of the content. He has even embarked on constructing and presenting estimates and invoices for work that may be in the pipeline.

One impressive spin-off, not to be underestimated, of this learning curve is the budding, blossoming and flourishing of his self confidence, self esteem and self worth. Alan is presenting himself more positively, communicating convincingly and enjoying life to the full.

It’s never too late to learn, and it’s brave, isn’t it? The brakes are off and away we go!
Dyslexia.
Dyslexia is a multi-coloured rainbow,
It tastes like fizzy apple juice
And smells like pollen.
Dyslexia looks like a fuzzy black blob,
And sounds like echos everywhere.
Dyslexia is different.

By Sophie Bentley.

To the little people on the floor America.
19/9/2102.

To the little people on the floor.
Shaking a toy bear is like a dust cloud arriving from nowhere in the dust bowl states of America.

Turning on a vacuum cleaner is like the San Francisco hurricanes of 1906.
A long ditch of water is like the Mississippi and the Rio Grande rivers in one.

To the little people on the floor.
Dumping your washing on the floor is like creating a new rocky mountain range.
By removing it again is like a nuclear bomb hitting their new world of Jamestown - Virginia 1807.

A footprint on a wet sandy beach is like creating the grand Canyon, and one or two Niagara falls at the same time.

To the little people on the floor.
Sweeping the floor, is like ball-dozer a town flat, creating a new salt flats, the Death Valley states.

Slamming a book down is like hammering the floor with an electric hammer in Detroit Texas car making factory.

Standing in the middle of a busy broad walk is like playing Russian roulette in Manhattan central park during the 4th of July.

This is what life is like for the little people on the floor, in America, when mankind is around.

By Graham Hill.
**Dyslexia and Me.**

For many years I’ve struggled
I don’t know why?
School has been hard no matter how hard I try
Struggling to remember
Remembering to spell
I wish it were an easy process
My mind is in a swirl
Embarrassed to ask to explain it again
I cover my work and hide in the corner
May be I can focus
When I have things more in order
Reading is a challenge
It’s time to decode
Wow! It takes my brain into overload
Reading out loud, writing, or spelling on the spot
Mental calculation gives me brain block
At times I feel so vulnerable and nowhere to go
I have to face these issues now I know how
I know I am not stupid
I know I am not a fool
After 40 years I have been told
I am Dyslexic!
At last I feel there is a reason
40 years I have managed
I have struggled to cope
I feel as if I have been walking a tight rope
Sometimes thinking I have no hope
Now someone has told me I really understand
Now I am happy I have found the key
The key that opens the door to set me free
Now I am happy with a spark in my brain
The brain that I was able to train
The black cloud has lifted
The demons are released
I have past that GCSE English
Oh what a relief!
Filled with confidence success and belief
With new ways to process and strategies in place
Now the door is wide open and the light switched on
I cannot wait to see what lies beyond!

By Samantha Terry.
Dyslexia Awareness Week competition and awards.

The B.D.A.’s Annual awards and competition aim at celebrating the fantastic achievements being made by both those with dyslexia and those working towards providing better support for people with dyslexia.

Dyslexia Awareness Week 2014: Competition.

This competition is only open to individuals with dyslexia. There are three categories this year and they are as follows:

- Artists – including photography and graphic design.
- Inventors.
- Writers – including fiction, non-fiction and poetry.

The three age categories are 5-11 years, 12-17 years and 18+.

To enter the competition, please include:

- Category of entry.
- The piece itself or clear images of the work.
- Entrants name and address. For schools, please gain parental permission before submitting the work to us.

To submit your work, email it to media@bdadyslexia.org.uk (Subject: DAW Competition) or post to DAW Competition, B.D.A., Unit 8 Bracknell Beeches, Bracknell, RG12 7BW.

Annual Awards 2014.

These awards have five categories, two of which are only open to people with dyslexia.

The categories open to all are as follows:

- Local Dyslexia Association of the Year.
- Contribution to the Field of Dyslexia: split into three sub categories – volunteer, academic and organisational member.
- Parent or Student award for Contribution for Services to Dyslexic Individuals: Split into three sub categories – teacher, teaching assistant and education provider.

The following two categories are only open to dyslexic individuals and are split into three age categories: 5-11 years, 12-17 years and 18+:

- Entrepreneurs’ Award.
- Outstanding Achievement Award.

To nominate someone, please include:

- Category of nomination.
- A supporting statement of no more than 250 words detailing why you are nominating this person or group.
- Contact details for the person you are nominating.
- Contact details for yourself.
- Nominees age (where applicable).

To submit a nomination, email it to media@bdadyslexia.org.uk (Subject: B.D.A. Awards) or post to B.D.A. Awards, B.D.A., Unit 8 Bracknell Beeches, Bracknell, RG12 7BW.

The deadline for both the awards and the competition is October 31, 2014. A panel of judges will select the winner for each category.
### British Dyslexia Association

The vision of the British Dyslexia Association is a dyslexia friendly society enabling all dyslexic people to reach their potential.

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### Dyslexia Friendly Good Practice

**February 5, 2015**  
**London**

This conference is aimed at those who wish to improve their environment in order to make it more dyslexia friendly. Speakers will explore the benefits of being dyslexia friendly in schools, youth offending teams, universities and organisations.

The confirmed speakers are:
- Neil MacKay, an experienced teacher and author of “The Dyslexia Friendly Schools Toolkit”.
- Professor Angela Fawcett, co-author of the Dyslexia Screening tests and vice president of the British Dyslexia Association.

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### Dyslexia: Improving Outcomes

**May 1, 2015**  
**London**

This one-day conference is aimed at professionals, teachers and those interested in improving the outcome for those with dyslexia. It will also look at a range of practical solutions that will enable individuals and organisations to support people with dyslexia.

The confirmed speakers are:
- Professor John Stein, Chairman and Co-Founder of the Dyslexia Research Trust
- Ginny Stacey, formally of Oxford Brookes University

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For more information and pricing:  
E: conference@bdadyslexia.org.uk  
W: bdadyslexia.org.uk (Training and Events)  
T: 0333 405 4555
Every so often in life one comes across someone you feel so privileged to have known. As with so many of the B.D.A. committee members I have served with, John was certainly one of them. He was a fine musician, a fine orchestral conductor, a fine pianist, a fine educationalist and a fine chair of the B.D.A. amongst other attributes.

John was a choral exhibitioner at St Catharine's College Cambridge, where he read music. His time there included playing the piano, accompanying and conducting. He then did his Dip. Ed. at Hughes Hall and at one point was on teaching practice at what was sometimes called ‘The Tech’, now Anglia Ruskin University. This is when he first met Margaret Howlett-Jones (a former member of the B.D.A. Music committee) who was studying at Homerton, a teacher training college and she remembers him asking her, “So what exactly IS dyslexia?” Later when he married Gill who was very involved in dyslexia, he had discussions about it over breakfast every day – or so he said!

Following on from jobs in Leicestershire and Northampton, he became County Advisor for music in Hertfordshire in 1973 and stayed there until his retirement in 1993. Among many other things he started the renowned Hertfordshire Youth Orchestra and asked people to look out instruments in their lofts that could be used by those who could not afford to buy them. The Hertfordshire Music Service points out that, “John led the Music Service with great distinction for many years and continued to attend many of our events and concerts after his retirement.” Whenever he spotted a familiar name in any of the leading orchestras he would say with great pride, “That was one of ours!”

After retirement he continued to lead a full life in the world of music and it was whilst he was acting as répétiteur for English Opera that he realised that his fingers weren’t working properly and this was the sad discovery that he had Parkinson’s Disease which he fought against with such bravery for so many years.

Many in B.D.A. Music who worked with John have commented on his kindness, care and support. Sheila Oglethorpe (the previous Chair) said, “John was always courteous and fair and no time was wasted. He was meticulous about the editing of the two committee books and was greatly respected by all. Both he and Tim Miles had great respect for each and he was the obvious successor (to Tim) as Chair of the committee.” My particular memories of him are the way in which he put his long fingered hands together and his pronunciation of the word ‘questionnaire’ as ‘kestonnaire’!

John carried the B.D.A. Music committee to new heights just as Tim Miles did before him and Sheila Oglethorpe did later. We should be very proud of our heritage.

Events in 2014.

The B.D.A. Music Committee attended the Music Education Expo at the Barbican on February 7, 2014, where presentations were given from Katie Overy, Karen Marshall and Dan Jones.

On March 27, 2014; Anna Pitt, Margaret Malpas and Rosemary Hodi presented a talk on the first day of the B.D.A. International Conference on “Music and literacy”. The presentation included music games and the links between music and language, the musical brain and the use of music as intervention in literacy. They reported that research suggests:

- Dyslexic people have particular difficulties with skills involving accurate or rapid timing, including musical timing skills, and that
- Music training may remediate these problems, having a positive effect on fundamental perceptual skills important in language and literacy skills development.

For more information about this research, please contact bdamusicdyslexia@gmail.com
Plain Window Reading Ruler: Ten Mixed Colours
Each pack includes one of each colour available: Aqua Blue, Yellow, Grass Green, Pink, Sky Blue, Purple, Magenta, Celery Green, Jade Green and Orange. The Plain Window Reading Rulers have an uncluttered reading window, narrow panel with underlining band and matt finish on one side. A4 size overlays and duo-window reading rulers are also available.
£9.17 excluding VAT

Set of Ten B.D.A. Books
This set of ten books includes: Dyslexia and Co-occurring Difficulties; Dyslexia and Parents; Dyslexia and Useful Technology; Dyslexia: Early Identification; Dyslexia in Education: A Guide for Teachers and Teaching Assistants; Dyslexia in the Workplace; Dyslexia, Languages and Multilingualism; Maths Learning Difficulties, Dyslexia and Dyscalculia; Music, other Performing Arts and Dyslexia; and Tips for the Dyslexic Adult
£135 excluding VAT

Tinted A4 Premium Exercise Book: Lined
These premium exercise book’s by Crossbow are available in a wide range of tints including aqua, cream, grass and orange to meet the visual stress needs of as many children as possible. The high-quality paper also reduces the effect of see-through “shadows” from the reverse side of the pages, which can be distracting for those with dyslexia-related and other visual-perceptual difficulties.
£2.08 excluding VAT

Dyslexia Friendly Schools Good Practice Guide
The Dyslexia Friendly Schools Good Practice Guide is a celebration and collection of good practice from Local Education Authorities, regional children’s services and schools across the UK. 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.
£19.99 excluding VAT

All prices are subject to delivery charges and can be purchased from the B.D.A. online store: www.bdastore.org.uk
Sally Gardner speaks at WBDA Open Evening.

Marguerite Shave.

Sally Gardner, Carnegie Award-winning writer of “Maggot Moon”, happens to be dyslexic. Her talk at the West Berkshire Dyslexia Association on April 24, 2014, featured her own path to becoming a writer, which was certainly not straight forward. She told the well-attended gathering at Bartholomew’s School, Newbury, in an amusing way that she struggled to read and was expelled from several schools but was always creative and imaginative. She became well-acquainted with Janet & John, then Peter & Jane to the point of boredom so made up her own stories in her head.

Surely she must have felt less than happy at school. Eventually she was able, despite her school experiences, to read. Somewhat amazingly, out of sheer persistence, she was able to read “Wuthering Heights” – not exactly the novel one would expect a struggling reader to tackle. However, this started her on her career – plus an interest in Dr Johnson’s Dictionary.

Any dyslexic people listening to this would have been heartened by Sally’s view on the issue of dyslexia. She regards it as a gift and would encourage anyone else to do the same. Referring to the recent publication “The Dyslexia Debate” by Julian Elliott, she told us that in her opinion, his advice that dyslexics shouldn’t enter any career connected with writing was misguided. Sally’s view was that dyslexics are often very creative, imaginative and entrepreneurial people, citing well-known examples such as Einstein, Agatha Christie, Walt Disney and F. Scott Fitzgerald. A modern example was Theo Paphitis of Dragon’s Den fame, who ran the best tuck shop in his school - showing early signs of his ability to make money.

Clearly Sally has strong feelings about the tendency of the world of education to concentrate on tests, league tables and performance at all levels. She was critical of the lack of support for children who need extra help in order to “swim in the river of learning rather than in the narrow stream.” She was in favour of audio books for dyslexics as a way of helping to encourage listening skills as well as reading and praised the dyslexie font, which she herself has found very helpful.

We all learnt a great deal from Sally Gardner’s inspiring talk. Afterwards, we were able to ask questions and this was followed by a book signing; with books kindly supplied by The Hungerford Bookshop. We were also able to give away various teaching resources, useful literature about dyslexia and some reading books plus some World Night Books: “Rivers of London” by Ben Aaronovitch. Several people availed themselves of the opportunity to ask for advice about dealing with the issue of dyslexia at school and at home.

Sadly we also said goodbye to Sue Pearce, loyal Parent Helper and highly efficient Membership Secretary since 2009. Thank you Sue, for all you have done over the years. Your cheerful no-nonsense approach has been invaluable to the association and you will be greatly missed.
The Dyslexia Handbook

The Dyslexia Handbook is the definitive resource on dyslexia. Packed with new articles on a wide range of topics, it is the perfect resource for those with dyslexia, their families, teachers and employers.

The Dyslexia Handbook 2014 contains chapters on:

- Dyslexia Explained
- B.D.A. 9th International Conference
- Dyslexia Friendly Society
- Organisations
- B.D.A. Organisational Membership
- Committees

This edition is particularly special as it includes articles by Keynote Speakers from the B.D.A. 9th International Conference, which was held from March 27-29 in Guildford, UK. The Dyslexia Handbook 2014 was edited by Dr Julia Carroll and Dr Kate Saunders.

The Dyslexia Handbook 2013 contains chapters on:

- Positive about Dyslexia
- International Perspectives
- Practical Implications
- Dyslexia in Employment
- Study Skills for Dyslexic Adults in HE

The Dyslexia Handbook 2013 was edited by Professor Angela Fawcett and Dr Kate Saunders. It includes an article by Dr Kate Saunders on “The positive aspects of dyslexia: A personal perspective”.

You can purchase the British Dyslexia Association Handbook and many of our other titles including the Dyslexia Friendly Good Schools Guide through our online store: www.bdastore.org.uk

The Dyslexia Handbook 2014

£10 + £3.60 postage and packaging (UK only)

The Dyslexia Handbook 2013

£7+ £3.60 postage and packaging (UK only)