St David’s College, North Wales, is a co-educational boarding and day school for ages 9 to 19, nestled between the magnificence of Snowdonia and the grandeur of the Irish Sea.

St David’s College has over 40 years experience providing specialist support for Dyslexia and additional learning needs. The Cadogan Centre, a specialist on-site department for learning support, is home to around 16 fully qualified one to one teaching staff.

- Co-Educational for ages 9-19.
- Small class sizes, 8.5 pupils average with 5 pupil average in 6th Form.
- Tailor-made individual programmes in literacy and/or numeracy, using structured multi-sensory approach.
- Industry leading outdoor education programme.
- Extensive range of activities.
- Excellent A level pass rate.
- Majority of students successfully gaining university places.
- Excellent pastoral care.
- Excellent travel links.

To discover our approach to Dyslexia support and arrange a visit please contact us:

Call 01492 875 974 or visit stdavidscollege.co.uk
St David’s College, Gloddaeth Hall, Llandudno LL30 1RD • Email: headmaster@stdavidscollege.co.uk
Contents

4 Editorial.
5 Rosemary Palmer.
6 Promoting the positives.
   After being made a B.D.A. Ambassador at the 2014 Annual Awards Ceremony, Jonty Hearnden, Director of Third Sector Gallery and well-known auctioneer, speaks to the B.D.A. about his experiences of being dyslexic and what advice he would give others looking to go into his field.
8 A Day in the Life of an Organisational Member.
   Touch-Type Read and Spell.
11 The Annual General Meeting and Members’ Day.
12 Podcasting: A dyslexic information super highway.
14 Making a change.
16 “Aim high, think big and never stop fighting”.
   Following her win at the National Diversity Awards, Sarah Chapman shares her plans for 2015 and what advice she would give to students with dyslexia who are struggling to achieve their goals.
18 Apps, iPads and Learning.
22 Coping with Courts & Tribunals?
24 Screening+ Profiler.
   More than just a checklist.
26 Achieving against the odds.
   2014 was a great year for artist Paul Milton who had a number of his pieces recognised and achieved by well-known galleries. In this interview with the B.D.A. Paul, who was also recently made a B.D.A. Ambassador looks back at what he has achieved and discusses his hopes for 2015.
27 I am dyslexic.
28 Dyslexia Awareness Week Competition winners.
33 B.D.A. training available.
34 Who’s who in the B.D.A.

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:
Christian Davis and Mackenzie Thorpe at the B.D.A. Gala Awards Evening 2014.

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.
Welcome to the January 2015 edition of Contact.

The B.D.A. would like to wish all our supporters a happy and fulfilling 2015. As we start this New Year, there is a sense of excitement at the B.D.A. as we extend our reach, through social media, training and conference events, publications, projects, helpline, membership, assessments and B.D.A. accredited courses to train specialist dyslexia teachers.

We are increasingly supported in this work by a growing group of fabulous B.D.A. Ambassadors and volunteers, including young people who have shown outstanding dedication to raising awareness of dyslexia.

A key policy aim for the B.D.A. is that early identification of dyslexia should be available for all. This is crucial as research clearly shows that this not only gives the best prognosis for the individual concerned, but is also the most cost effective mechanism for society.

Early “at risk” signs of dyslexia can be seen from three–five years of age. There are activities that can be carried out with these very young children to boost pre-literacy skills, such as building sound discrimination, sequencing and fine motor co-ordination skills. This can help to better prepare the child for the acquisition of literacy skills (http://www.bdadyslexia.org.uk/parent/early-years-2). The B.D.A. publication ‘Dyslexia: Early Identification’ (2012) by Judith Stansfield, is another very helpful collection of suggested activities and resources, including technology, for this age range and can be purchased through our online store (http://www.bdastore.org.uk).

Within the school context, children showing difficulty with the acquisition of literacy skills should be considered for additional provision and possible further assessment where appropriate, according to their needs. Schools at this stage might, for example, provide a ‘booster group’ of perhaps up to four children, working to build phonological skills (typically this might be twice a week, over a couple of terms). For some children this will be enough, as perhaps what they needed was a bit of ‘catch up’. However, for others, further intervention and investigation/assessment may be necessary, e.g. a 1:1 or 1:2 dyslexia specialist literacy intervention programme targeting the areas of need of the individual children. Progress should be regularly reviewed and provision/programmes adjusted accordingly.

Meanwhile, within the classroom, the B.D.A. would like to see all teachers employing Dyslexia Friendly teaching practices. The B.D.A. is holding a conference on Dyslexia Friendly Good Practice on February 5, 2015. Please see http://www.bdadyslexia.org.uk/events for further details and to book your place.

All teachers are teachers of dyslexic children, as one in ten children experience some degree of dyslexic difficulty. The B.D.A. is delighted to have funding from the Qualcomm Foundation to ask all teacher training organisations in England to sign up to a Voluntary Code, stating that they agree that all teachers should have a basic level of Dyslexia Awareness Training in their Initial Teacher Training courses.

Please support us in this crucial campaign whether it be by contacting us as a course provider (juliel@bdadyslexia.org.uk) and signing up to the Voluntary Code, encouraging your local teacher training organisation to do so, or simply by spreading awareness in society by talking to others about this issue.

Thank you for your support.

Dr Kate Saunders
Chief Executive
Rosemary Palmer.

Rosemary Palmer was an exceptional woman. Her passion for improving the lot of those she met was really powerful. Rosemary had a long association with Ealing Dyslexia, she knew the founding committee members, and was active promoting our work right to the last week of her life. Through her work at Ealing we saw how unrelenting Rosemary could be in finding ways to reach out and try to make things better.

Rosemary had a group of pupils (yes at 89!) who were benefitting from her tutoring, and a long line of them before, including my daughter Katherine, now 22. Not only was she active teaching but she was still liaising with agencies to help parents looking for social and legal support. Rosemary founded a course for adults in Ealing, an extremely challenging task, where needs are so various yet urgent.

An excellent networker Rosemary maintained excellent relationships with funders, local agencies and anyone who could help the cause! She was also very good at encouraging us with her praise and enthusiasm. Rosemary was the power behind the regeneration of our website and supported our efforts on Facebook, she had no fear of new technology, I don’t think she had fear of anything!

Rosemary, thank you for all you have achieved, you are sadly missed. We will continue to provide services to support those affected by dyslexia in Ealing, and your drive and energy will be in our minds as we do it.

Rapid is the SEN reading programme proven to get results - with dyslexia-friendly design and font, and a host of online features to improve accessibility.

We apologise for the claim in our last advert that Rapid is approved by the British Dyslexia Association. Rapid was used as a teaching aid within the B.D.A.’s multilingualism project, Dyslang (Dyslexia and Additional Academic Language Learning). However the B.D.A does not endorse individual products.

Luckily, Rapid’s track record speaks for itself! In the latest trial in Worcestershire over 50% of pupils made four times the expected rate of progress in just 3 months!

Find out more: www.pearsonprimary.co.uk/rapidonlineDC

ALWAYS LEARNING

PEARSON
Promoting the positives.

After being made a B.D.A. Ambassador at the 2014 Annual Awards Ceremony, Jonty Hearnden, Director of Third Sector Gallery and well-known auctioneer, speaks to the B.D.A. about his experiences of being dyslexic and what advice he would give others looking to go into his field.

1. How old were you when you discovered you were dyslexic? How were you identified?

I started to struggle at a very early stage at school, but was identified as being dyslexic when I was 12-13 years. However 40 years ago, not many people understood much about the disability. I was lucky as I had a few sympathetic teachers who helped me along the way and I concentrated on sport which I was good at.

2. What would you say has been your biggest achievement this year and why?

Helping raise over £100,000 in one evening for the Supermarket chain Morrisons as charity auctioneer for their annual fundraising event in front of 1,700 people. It’s nice to be able to make a difference to people’s lives less fortunate than your own.

3. How did you feel being made a BDA ambassador for your services towards raising awareness?

It was an honour. Soon after receiving the certificate, which was indeed a huge surprise, I posted an image of it on my Facebook page and got 46 likes just like that!

4. Why do you think it is important to have people such as yourself willing to speak out about being dyslexic?

I still think there is a stigma attached to being dyslexic so I would like to help dispel this if I can and promote the positive aspects of it. If the general public can see people like me talking openly about it in a positive way, then those who do not have the confidence to speak out might feel more inclined to do so.

5. What is your New Year’s resolution?

To remain positive and happy!
6. How did you find script-reading when you were appearing on TV or did you find your own ways of dealing with them?

The beauty of what I do on telly is that 99 per cent of the time I ad-lib so you get the real me and not something from a script although I do have to remember facts and figures. I dread to think what it would be like reading an auto reader or having to remember lines.

7. What do you use now to support your needs as a person with dyslexia?

Ask friends and family to read my documents before publication. If I get stuck on a word and spellcheck has given up on me as it doesn’t recognise what I’ve just put in then I use Siri on my Apple device as I find talking it in rather than writing it helps with my flow and thought processes. I use technology a lot as I think it can help someone like me. I like Apple products – they seem to be intuitive – more of what a dyslexic needs although it’s a pity they are the most expensive on the market!

8. What advice would you give to someone with dyslexia looking to go into antiques?

I got into antiques in the first place as I thought I wouldn’t have to write very much and although that’s not strictly the case I do think my dyslexia has helped me along the way. I am very good at remembering certain facts particularly those that I’m interested in and I do retain certain figures. Working out margins quickly is a positive too! For those of you thinking of going into the antiques trade with dyslexia my only advice is to say “go for it” never use dyslexia as an excuse not to do something – where there’s a will there is always a way of finding a solution to your disability.

9. Anything else you would like to add?

Turn dyslexia on its head and think of it as an advantage and not a disability. Never let anyone call you thick or stupid as you are not. In fact you are one of some of the brightest, most talented and gifted people on the planet!
A Day in the Life of an Organisational Member.

Matthew Chandler, Head of Marketing and Sales.

People of all ages who struggle with literacy for a whole range of reasons are being helped all over the world every day by Touch-type Read and Spell (TTRS) and for the TTRS team - except for the start of the school year when many schools choose to renew their annual or monthly licences - there is no typical day.

Philip Alexandre, who was a special needs teacher, developed T.T.R.S. over two decades ago as part of his M.A studies with dyslexic students particularly in mind. As we know, a dyslexia friendly multi-sensory approach to learning is good for all learners, dyslexic or not, so T.T.R.S. has broad applicability in helping to improve literacy. The development of reading and spelling is sequentially based on word lists from Alpha to Omega by Beve Hornsby et al. Furthermore, those who struggle with handwriting may always do so, but after learning to type by following our unique method, students are likely to develop automaticity of touch-typing, which makes their lives so much easier. Students tell us it’s as if their fingers have developed a memory and they don’t have to consciously think about the writing process. Philip received support and advice from the B.D.A.’s New Technologies Committee in the development of T.T.R.S., from North Kent D.A. and others. No wonder the B.D.A. and its members are close to our hearts!

Long term B.D.A. members might remember the B.D.A./London D.A’s Pentonville Prison Dyslexia Project in 1998, funded by the National Year of Reading, and know that working with offenders has always been a priority for T.T.R.S.

The development of the online version of T.T.R.S. has led to an expansion of our professional team, and this year we were able to take our own stand at the T.E.S. Special Educational Needs Exhibition in London – meeting not only many new people who signed up for a free trial, but also liaising with clients of over twenty years standing. We also launched our new iPad App version, and it is working brilliantly.

My own priority has been to refine a new model for private tutors. It’s been heart warming hearing from many of them how they came to be involved with us, their passion for helping their students, and how T.T.R.S. is making a difference to their students’ lives. Their suggestions for improvements have been much appreciated.

If you are a parent, an adult, a school, a Dyslexia Association or other interest group that would like to see the benefits of T.T.R.S. and hear about the free teacher training and support we offer, please contact us via www.readandspell.com or email us at info@readandspell.com.

Much of our philanthropic work takes place in developing nations, especially Africa. A recent article in Contact Magazine featured a school we support in Ghana. We worked with them and the British Council to launch Ghana’s first national dyslexia awareness conference. We are also delighted to be expanding our involvement in the B.D.A.’s Children Will Shine Project, and were particularly gratified to hear about the success of its work with the Liverpool Youth offending Team at the recent Organisational Members Day.

Much of our philanthropic work takes place in developing nations, especially Africa. A recent article in Contact Magazine featured a school we support in Ghana. We worked with them and the British Council to launch Ghana’s first national dyslexia awareness conference. We are also delighted to be expanding our involvement in the B.D.A.’s Children Will Shine Project, and were particularly gratified to hear about the success of its work with the Liverpool Youth offending Team at the recent Organisational Members Day.

If you are a parent, an adult, a school, a Dyslexia Association or other interest group that would like to see the benefits of T.T.R.S. and hear about the free teacher training and support we offer, please contact us via www.readandspell.com or email us at info@readandspell.com.

If you are a parent, an adult, a school, a Dyslexia Association or other interest group that would like to see the benefits of T.T.R.S. and hear about the free teacher training and support we offer, please contact us via www.readandspell.com or email us at info@readandspell.com.
The vision of the British Dyslexia Association is a dyslexia friendly society enabling all dyslexic people to reach their potential.

Dyslexia Friendly Good Practice Conference
February 5, 2015
London

SAVE THE DATE

Confirmed speakers so far include Neil MacKay, an experienced teacher of over 26 years and author of the ‘Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit’. As well as Professor Angela Fawcett, co-author of the Dyslexia Screening tests and vice president of the British Dyslexia Association.

This one day conference is aimed at those individuals who wish to improve their environment in order to make it more dyslexia friendly. A range of speakers will explore the benefits of being dyslexia friendly in schools, youth offending teams, universities and organisations. Being dyslexia friendly benefits all children, not just those with dyslexia and the positive outcomes have been well documented.

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

@BDAdyslexia facebook.com/bdadyslexia

www.bdadyslexia.org.uk

National Helpline:
0333 405 4567
Charity No. 289243
Congratulations!

Earlier this year, the B.D.A. invited nominations for our annual awards. Congratulations to all of those successfully nominated!

Local Dyslexia Association of the Year.
Cornwall Dyslexia Association.

Contribution to the Field of Dyslexia:
Volunteer.
Amanda Sutton.
Margaret Cooper.
Catrin Cox.
Malcolm Parker.
Sarah Chapman.
Betty Martindale.

Organisational Member.
Stephen Mackenzie.
Juliet Campbell, Olivespring CIC.

Parent/Student Contribution for Services to Dyslexic Individuals:
Teacher.
Tamsin Austoni, Hollycombe Primary School.
Alexandra Andrews, Burford School.
Tom Baskerville, Burford School.

Teaching assistant.
Ann Hook, Beachborough School.
Jo Beadle, Shoeburyness High School.
Gervaise Evans, Shine.

Entrepreneurs’ award (18+ years):
Nathan Dicks, LearnThruMusic.
Gregory Webster, GT Vehicle Services.

Outstanding Achievement award (18+ years):
Stephen Mackenzie.
The Annual General Meeting and Members’ Day.

Arran Smith, Membership Development Officer

We were delighted to see over 45 people attend this year’s Annual General Meeting and Members’ Day, including eight young people that participated in activities on study skills and teambuilding.

Dr Kate Saunders, C.E.O. at the British Dyslexia Association, talked about how to create a dyslexia friendly society through the B.D.A. while David Williams, one of the B.D.A. trustees and S.E.N.C.O. of a local school, gave his personal insights into the SEND reforms. Following David’s talk, a number of people said this was the best talk that they heard regarding the S.E.N.D. changes.

Lieutenant Wing Commander Tal Lambert then spoke about his life as a dyslexic in the R.A.F. and how he works with all the Armed Forces. He was also featured in the Olympics opening ceremony.

One of our other highlights of the day was watching a video from Jo Crawford, a 17 year old girl who is dyslexic and asked the question, “Are dyslexics at a disadvantage in the education system, and if so, how can this be overcome?” The 16 minute video showed statistics and evidence that it does and after seeing the video, Dr Kate Saunders felt that Jo should be commended so was presented with a young ambassador’s award.

The members that attended were very happy with what the B.D.A. has done over the last year and felt that the B.D.A. should celebrate their successes. We hope to continue this work and thank you all for being members and helping us achieve this.

To see Jo’s video please go to this web link: https://www.youtube.com/watch?v=BsFRnuNAbpU

Frewen College

From Prep to Sixth Form, putting dyslexic children back together since 1910

www.frewencollege.co.uk

Registered charity no. 307019
Podcasting: A dyslexic information super highway.

By Sean Douglas, Director at Extraordinaire Digital Media.

If you think about it, reading is to humans what downloading data is to computers. Both actions allow us to store information from an external source and when that information is retrieved, the host is able to convey information or perform a function that would not have been possible before.

As a poor reader it can sometimes feel like I am downloading information via a 56k dial up connection. However, just like computers, humans have a number of ports for transferring data; for me, most notable is my soundcard or in other words, my ears.

When consuming information, my first port of call was generally the TV or radio. That was until about six years ago when I stumbled upon the wonderful world of podcasts. The problem with TV is that you are forced to sit in one place to ‘download your data.’ This is fine for entertainment but not ideal when consuming information. Radio fares better as you can take it with you but you are still forced to listen at a certain time of day.

Podcasts improve on radio as they are generally listened to on smart devices, so you can listen whenever and where ever you want. The medium has been around for ten years, but many people still have trouble understanding exactly what podcasts are. Think of podcasts as Netflix for audio content, but instead of Netflix, shows are searchable via platforms such as iPlayer or iTunes. If you’ve got a favourite radio show there’s probably an accompanying podcast. The advantage podcasts have over radio is they allow independent producers to create radio that competes directly with established broadcasters. Meaning issues that would never be discussed on mainstream radio can now have whole shows dedicated to them.

For instance can you imagine a station like Radio 4 dedicating an hour a month to the subject of dyslexia? Well on September 19, 2014, I launched a podcast called The Codpast, a monthly radio show dedicated to celebrating the positive side of Dyslexia. Our tagline is, ‘right brained stories from interesting individuals’ and each episode features an interview with a dyslexic that has a great story to tell. So far shows have featured students, authors, dancers and celebrity club owner Peter Stringfellow. My hope is that, by listening to the show, people will hear stories from dyslexics that they identify with and take inspiration from these stories to help them move forward and succeed with dyslexia in their own lives.

Now you may think individuals creating radio shows in their front rooms may sound pretty amateurish. With over 250,000 podcasts available, it’s fair to say that some shows are pretty awful; many however are indistinguishable from ‘real’ radio.
In December, my podcast was featured second in the iTunes list of the newest and most noteworthy education podcasts. That’s five places ahead of an offering by the BBC World Service; not bad for a guy that records a show at his dining room table.

Hopefully by now I’ve convinced you that there is a wonderful world of audio content that you may be missing out on. If I’ve peaked your curiosity you’ll be happy to know accessing podcasts couldn’t be easier. There are three main methods, if you use Apple products iTunes is the best place to find podcast you may be interested in. For Android users Stitcher is the platform for you. If you want to listen via a PC or laptop Soundcloud may be your best option.

All of these ‘podcast catchers’ work in pretty much the same way. Once you open the app/load the page you can search for content via specific search terms, categories or look at what has been recommended. When you find a show you like, you can subscribe and you will be alerted (or in the case of Apple, a show will be automatically downloaded) every time a new show is released.

A new episode of The Codpast is released every first Monday of the month. For more information go to: http://thecodpast.wordpress.com
Making a change.

Last year, Jo Crawford was made a B.D.A. Young Ambassador after she created a video that looked at whether or not students with dyslexia are at a disadvantage in the current education system. In an interview with the B.D.A. Jo talks about what she hopes to achieve with the video and why she thinks it is important for other young people with dyslexia to speak out about the positives it can bring.

Why did you decide to create your video?

I've very outspoken when it comes to dyslexia, my friends and family would definitely agree with that. As I was diagnosed as dyslexic with dyspraxia tendencies in year two, I've gone through quite a lot of the education system seeing where my dyslexia has been an advantage and disadvantage. It was also incredibly disheartening to notice that there was also such a large misunderstanding about dyslexia from both teachers and students, which was often seen in the classroom with little to no extra support. I realised I could create a video documentary which would explore the problems faced by dyslexics in school and look at ways to overcome them.

How did you go about planning the content of the video?

Planning was tricky because I wanted to include so much in such a short space of time. At first it was all quite angry and only focussed on the negatives, such as prison populations and depression linking to dyslexia, and I realised I was creating more problems than solving them. So I then started looking into how to solve the issue of dyslexics being at a disadvantage in the education system, and the answer was quite obvious. People (mainly teachers) need to gain a better understanding about dyslexia (from Initial Teacher Training), so they can understand why they need to help dyslexics in school.

While researching the content, what did you learn that surprised you most?

Quite a lot surprised me – from there being only 19.1% of dyslexic GCSE students receiving an A* to C grade in English and Maths in 2013, to the prison populations being made up of over 50% undiagnosed dyslexics. I didn't realise the enormity of the issue, and how big an impact a lack of teacher training can have on a dyslexic individual.

While researching the content, what did you learn that surprised you least?

I was completely unaware of most of the content of my video, so for me there wasn't much which didn't surprise me.

What feedback have you received from people about the video so far?

I've had very positive feedback – my friends who didn't understand my dyslexia were quite shocked at how difficult it can be to not have support in school. For the first time teachers, who watched the video, have asked me how they can support me in lessons, because they can now see how important it is that I receive their help. I did get a response from both Nicky Morgan (Education Minister) and Edward Timpson (Children and Families MP) who said that “the Government has asked for an independent review of ITT, the results of which will be published next year.”
How did you feel to be invited to become a young ambassador for the BDA?

Shocked and really, really happy. I felt as though my efforts to help change the education system for the better were being recognised, and it was such a rewarding feeling. It has definitely made me even more determined to keep helping other dyslexics. I’m extremely grateful to be given this role and I hope I can live up to it.

Why do you think it is important for young people such as yourself to speak out about being dyslexic?

Dyslexia and other learning difficulties are still not properly understood in schools, if no one understands dyslexia, how can we expect them to give us sufficient support? Educating people on dyslexia will help to remove the dyslexia stigma and also make teachers give the support to dyslexics, which before they maybe didn’t understand. It’s also very important that dyslexics themselves can recognise the advantages dyslexia can bring. I was shocked that there is such a prominent link between dyslexia and depression – but if people can utilise their dyslexia to help them, it will definitely improve their confidence. Speaking about dyslexia will also help undiagnosed dyslexics recognise why they may be having problems in school, and then seek the right support to help them and reach their potential in school.

What do you hope to achieve in 2015 in terms of raising awareness of dyslexia?

I want to keep making videos about dyslexia. Hopefully videos on advice and how to see dyslexia as an advantage, but also keep making people aware that the education system is by no means suited for dyslexics. I really want to make a change to the education system for the better.
“Aim high, think big and never stop fighting”.

Following her win at the National Diversity Awards, Sarah Chapman shares her plans for 2015 and what advice she would give to students with dyslexia who are struggling to achieve their goals.

What do you think can be done to improve the support given to people with dyslexia?

Training, training and more training! And not just theoretical, but working on effective strategies and intervention in practice. Having worked in schools since 2008 it is very clear that there is a distinct lack of awareness of what being dyslexic really means. Many of the teachers that I meet are very passionate about their role, but feel utterly frustrated with the lack of training in this area. They want to be able to help, but in some cases just don’t know how.

In my opinion SEND education should be a mandatory element of the curriculum for all children in schools! Most of the difficulties faced by adults are caused by the negative stigma that often accompanies the term ‘disability’. If we normalised the term and taught children to understand ‘diversity’, it would snowball and alter the negative perceptions in society as a whole. Likewise, children who are dyslexic or have other difficulties they should be taught about it, taught to identify their strengths and challenges and not just left confused and deflated. Nurturing their strengths will allow the child to manage their challenges in a much more positive way.

When you struggled at school, did you ever think you would make it to college or university? How did you feel when you got in?

Not in a million years did I think I would make it to university! It took me ten years to get the confidence to try again after school but I have not once looked back since! Seeing my name on the top of that acceptance letter from the University of Derby felt absolutely amazing! I was so proud of myself and that I was finally on track with my life. I knew I had a lot of making up to do but also that I was well and truly on my way!

What advice would you give to a person with dyslexia struggling through school?

From the bottom of my heart I would say to any dyslexic person struggling in school to really believe in yourself. You know who you are inside and what you are capable of and just because at times it is really hard, it doesn’t mean anything. Take it in your stride and aim high, think big and never stop fighting for the life that you want.

Henry Winkler said in a message to young dyslexics on my campaign, “Education does not define you, you define yourself” and he is right. If at first you don’t succeed go a different route. Your brain is amazing and will if you allow it; take you to wherever you want to go.

How important do you think it is to have positive stories such as yours out in circulation? Would reading stories like yours have made you feel better about being identified as dyslexic?

Just knowing I was dyslexic I think would have made a difference. Understanding what it means, that it wasn’t just me. Researching all of the amazing people that have brought such innovative and creative
technologies, business solutions and new ways of thinking and doing things would have changed my perception of myself.

I organised an inspirational exhibition as part of my national conference at the University of Derby in January 2014 where I showcased the inspirational stories of current dyslexic students and successful professionals for this reason. I wanted to shout out loud about the many overlooked advantages that we have whilst challenging the thinking of individuals working in different industries.

**How did it feel winning the Positive Role Model Award for Disability at the National Diversity Awards?**

21,000 nominations were received this year so my heart was pounding when they were introducing the shortlist! When they announced me as the winner I couldn’t believe it. It took me a few moments to stand as I was in shock. Everyone in that shortlist is amazing so I felt extremely proud of myself. It was very emotional to say the least. 372 people wrote such amazing things about me which was really empowering!

**What are you up to in 2015?**

I am now working as a Course Manager for Common Purpose which is a charity that runs leadership development programmes globally. I am managing all of our disabled student’s work, which includes the Frontrunner for Disabled Students programme, which is sponsored by Santander. We are also working with global giant Ernst and Young (EY) to deliver a programme at their HQ in London this February. Both programmes are open to all students with any form of disability whether a learning difficulty, physical disability or impairment and also mental health from all UK universities. In a nutshell, it’s about giving students the confidence, skills and inspiration to become better leaders both at work and in society which is amazing! I absolutely love my new role.

**What is your New Year’s Resolution?**

Myself and my business partner Lorna registered our own company Muse Innovations with Companies House recently so I would like to really start getting it off the ground (I am on the lookout for a mentor). It is going to be monumental for people with Special Educational Needs and Disabilities so watch this space! I do not do things by halves and what we have planned is going to make an impact in a very big way! Watch this space!
Apps, iPads and Learning.

A mixture of both interest and criticism heralded the first release of a new generation of mobile computing a few years ago: the iPad. There were those who felt that the emergence of this lightweight device was about to transform learning and replace the existing laptop or netbook with exciting new possibilities. Others took a more cautious approach and expressed scepticism of those who placed so much emphasis upon a device with seemingly limited functionality. Since then iPads can be seen in use in many different settings: the workplace, educational institutions and in the home. In this article two members of British Dyslexia Association New Technologies Committee (B.D.A.N.T.C.) describe some of their own experiences, observations and reflections into the use to which these devices have been put.

Links to more information about all of the Apps mentioned can be found at: http://bdatech.org/what-technology/small-portable-devices/ipad-apps/.

Anytime, Anywhere Access to Learning.

Author: E.A. Draffan.

With the introduction of tablets into schools and colleges, there has been a general buzz around the idea of working online and with digital text. Many students who find reading difficult have discovered that text to speech and coloured highlighting of words, along with the ability to mark important points and make notes, has helped their understanding of texts. However, for others, there has been the frustration of finding that their eText books are not always accessible and some do not even allow speech output.

Let’s begin by exploring some Apps that have been used by Marion Teiwes who teaches English at Portsmouth College and has kindly shared the way she has used some of the 900 iPad minis given to new students at the start of this current academic year.

An example lesson may begin with the use of a Flashcard App that can offer a chance to go over key terminology. It is also useful for revision and can be followed by the use of Padlet for class discussion. Everyone can add items they have found on the web relating to a particular topic; drag and drop images, add notes and categorise ideas that are instantly available to all.

Some of these ideas can then be added to slides on Keynote (which is the equivalent of PowerPoint); an App that also works well with video clips and photos for a presentation. It costs £6.99 whereas some of the other Apps used are free. Alternatively, you may want to try Prezi and zoom around the slides as it moves between ideas by magnifying them and moving on.

York Notes are useful for studying the key texts for GCSE English and Show Me allows students to work independently with pre-recorded audio from the teacher and can act as an explanation for a particular piece of text. The latter can also be highlighted and annotated making the experience interactive with results that can be shared online, at any time.

Finally if teachers want to find out how their lessons have been received or how someone feels about what they have been learning; it is possible to get immediate feedback using ExitTicket.

Other more general apps that can help students include iTune U. This has a wealth of educational courses with free videos on an amazingly wide range of subjects. The iMindmap App can start the organisation of ideas into a web-like diagram and Popplet offers the chance to shuffle cards made up with images and ideas around the screen. When satisfied with an outline, the student can then use Adobe Voice. This provides the ability to record narration, dictate the lines that have been transcribed into text as well as an opportunity to add video, backgrounds, colour, icons and many other features.

However, as mentioned at the beginning, not all is rosy in the garden of Apps or eReading. Students may have ‘access’ to a textbook in a screen format but this does not necessarily mean that all of the text, including that which is used in diagrams and images, can be accessed with speech support and this is an essential tool required by many students with dyslexia. There is more to accessibility than providing a book that can be seen on a screen.
The author would like to thank Simon Barrable and Marion Teiwes from Portsmouth College for sharing their experiences of using iPad Minis with their students. More information on their work can be found at: http://www.portsmouth-college.ac.uk/new-learning-strategy.

Using iPads to Support Literacy.

Author: Cheryl Dobbs.

Since the emergence of the iPad and an ever-increasing number of Apps that have appeared for it, I have tended to refine my focus to those that specifically support and develop students’ reading and writing. With younger children, I tend to choose Apps that I want them to use. Older students are encouraged to think about their own personal needs in the various contexts in which they work and I then explore some examples of Apps with them. With facilitation, I want each student to try these out for themselves, over a period of time, and then come to a decision about whether or not a particular App meets their needs sufficiently (for both purpose and situation) or whether we should look for alternatives. The student has to be actively involved in the process of choice and to take responsibility.

The iPad has certainly not taken over from the laptop in offering support, but has merely become one of many technologies we are fortunate to have available. However its particular benefits have included the mobility of a device (because of its weight and size) as one that can be used in many places. It can provide immediate access to knowledge sources via a webpage or by communication with others, a camera and video recorder at the touch of a button and a battery that will last for prolonged periods. The iPad has also provided some students with the opportunity to try out specific types of technologies such as: speech to text (by using the inbuilt recognition on newer models), text to speech and assistance from specific reading and writing support packages. Some of these are technologies that they perhaps would not have tried because of lack of opportunity or knowledge in their educational settings, the cost involved or simply because they had not wanted to appear “different” in the classroom by using a specialist piece of equipment or software.

However, and on a less positive note, it has not always been easy to find Apps of sufficient quality, nor to accept that the App versions of some respected and regularly used software cannot provide the functionality that one has come to accept in full versions, on other operating systems. Additionally, although some students may like to use the onscreen keyboard, others (and especially those who need to write for sustained periods or have fine motor/visual difficulties) have found this difficult and frustrating. They have needed to explore and then carry an additional Bluetooth keyboard separately or as part of a folio-case.

A number of useful Apps for older students and adults can be found on our website (www.bdatech.org) so I have concentrated here upon some of those that I regularly use with younger students. Some of these children have already been identified with (or at risk of) dyslexia, so early intervention prevents some of the unnecessary frustrations that learning to read and write may prompt. However, these ideas are useful activities for many children.

I place great emphasis upon providing opportunities for young children to practise essential early literacy skills but feel that structured phonemic and phonic activities, or spelling Apps of sufficient quality and

Advertisement

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 contact us – through our website: www.adshe.org.uk, or by emailing admin@adshe.org.uk

ADSHE was set up 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 continuing professional development (CPD) for members
• Provide opportunities to achieve QA status

With a membership of over 600 individuals and over 70 HEIs, ADSHE offers members opportunities for CPD and networking.

Join us at one of our National events, or join your nearest Regional Group. Contact us at admin@adshe.org.uk for details.

Dates for your diary in 2015

Annual Conference, June 19th 2015
Aston Conference Centre, Birmingham

Continuing Professional Development Days: North, January 24th 2015.
York St John, Lord Mayors Walk, York
London, September 2015: see website for details

ADSHE, Association of Dyslexia Specialists in Higher Education
www.adshe.org.uk, admin@adshe.org.uk

Advertisement
format, are still in short supply. WordBuilder is one (of only a few) that I now use regularly to supplement a structured, synthetic phonic approach. This App offers practice with the recognition and manipulation of sounds and the essential skills of blending and segmenting: skills that some children find difficult to acquire and need plenty of opportunity to practise in a multisensory format.

Access to structured books and texts that provide a synthetic phonic approach are also essential. There are a number of these to choose from in paper versions but, at this stage, there are still only a few available in App format or that can be accessed through an online source.

In the initial stages, it is essential that children share these with an adult, but then relish the opportunity to use the books independently. Some different examples of support can be explored by looking at Fitzroy Sounding Readers, Little Learners Love Literacy and Dandelion Launchers. Each offers structured text but vary in their presentation or the functions they provide. Some offer a choice to narrate the text as it is highlighted and synchronised whilst others provide support by specifically demonstrating how selected words can be segmented and blended.

The children regularly make use of the inbuilt camera on the iPad to record their own activities and interests. These provide a stimulus for both talking and writing and create an opportunity to introduce and extend essential vocabulary. Writing can seem a daunting task to writers of any age, but by encouraging the child to use an image, photo or video, most seem to find the activity a little easier and can find some words to describe what they see. Incidentally, access to a camera, with the immediate ability to view what has been recorded, also provides an opportunity to help some children review specific learning opportunities. A photographic or video record of an important classroom activity, social expectation or learning task provides a means to view such events again or even as many times as required. This offers some the chance to pick up on key learning points that might have been missed on their original introduction or who benefit from its repetition and reinforcement.

As an essential component of developing functional literacy, creating books with children using their language, talking about people, places and events that are of relevance to their lives, is important. The iPad has made this task infinitely easier and provides a means to make a finished product look so professional. There is nothing like watching children’s faces as they proudly show others their latest title!

Ideally, I would prefer that all children have access to text to speech in any App used to create books, but it is not available in Book Creator. However, I use it as an introduction because it is so easy to combine voice, photos and videos onto a page and then simply publish and share within iBooks. Most children also learn to quickly use it.

Text can also be added, but because of the lack of speech feedback; we have tended to write with alphabetic text in other Apps. These include those that provide greater support such as Pictello and Clicker Books. Both of these Apps provide keyboards with lowercase letters, text to speech and word prediction. More recently, simplified lowercase keyboards that can be used within any App have emerged (Keedogo and Keedogo Plus). These provide keyboards with options for highlighting the vowels on keys with a colour, an ABC layout as an alternative to QWERTY as well as text to speech feedback and word prediction. We are only just beginning to explore the support these offer; but the early indication is promising.

However, it is important to be aware that regardless of what writing App is used, the necessity for fine motor skill can still make the editing of text, an essential skill that we need to teach and encourage, difficult for some children on the iPad screen. A stylus might help some to pinpoint an area they want to work specifically upon; but it still requires fine motor control. Sometimes the screen appears to move around unpredictably but this is usually the result of a child’s unintended touch or the way they hold the iPad. Simply using a tripod or wedge for support may help to avoid problems that cause unnecessary frustration. Finally, if expecting young children to use keyboards, they need to be able to locate the letters efficiently if this is to be of any benefit at all.

All young children learning to read and write need as much support as possible and we know that for those with dyslexia this may not come easily and may take longer to develop proficiently. These children require structure, sensitive teaching and varying multisensory formats; but we also need to ensure that there is enjoyment in the process. With thought and careful selection, some Apps on the iPad can help to provide a variety of activities that support, encourage and motivate interaction and learning.
The vision of the British Dyslexia Association is a dyslexia friendly society enabling all dyslexic people to reach their potential.

---

**Dyslexia: Improving Outcomes Conference**

**May 1, 2015**

**London**

Confirmed speakers

Confirmed speakers so far include Professor John Stein, Chairman and Co-Founder of the Dyslexia Research Trust; Ginny Stacey, formally of Oxford Brookes University; and Greg Brooks, author of “What Works...”

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.

---

For more information and pricing:

E: conference@bdadyslexia.org.uk

W: bdadyslexia.org.uk/events

T: 0333 405 4555

@BDAdyslexia  
facebook.com/bdadyslexia

www.bdadyslexia.org.uk
Coping with Courts & Tribunals?

Melanie Jameson, Dyslexia Consultancy Malvern (www.dyslexia-malvern.co.uk).

“You can’t be dyslexic – you’ve got a degree and run your own business!”

Comment by a district judge in a child custody case

Long experience has provided me with plenty of examples of injustices suffered by those with Specific Learning Differences (S.p.L.D.s.) in our courts and tribunals: employees struggling to represent themselves against well-funded legal teams; claimants breaking down under the weight of stress; defendants succumbing to mental overload in a relentless adversarial process.

These individuals struggle not only with the hearing itself, but with the complexities of paperwork, legal interviews and finding sources of support when they cannot get legal aid. It was in order to help people with S.p.L.D.s. survive in this hostile environment that I produced “Coping with Courts & Tribunals” in 2011, dedicated to my pioneering friend Mary Colley. The aim of this article is to flag up a fully revised and expanded second edition.

Since 2011, cutbacks and changes to legal aid have plunged the justice system into an era of unprecedented change. Sources of support listed in my original guide have disappeared and government guidance has changed, along with key websites. Many cases that have come my way in recent years have concerned employment tribunals, including a man who walked out of his own hearing, unable to cope with a battering lasting several days; costs were awarded against him in his absence. Determined to get justice he managed to put in an appeal and asked me to accompany him to the Employment Appeal Tribunal. I took the opportunity to sit in on a number of hearings that day, and observed claimants ground down by the process and clearly suffering from mental distress. Is this how justice is supposed to work?

A meeting with the President of the Employment Tribunal clarified some issues (for instance, the most useful way to answer the question on the E.T.1. form relating to disability), while raising matters of which I and other S.p.L.D. specialists were unaware, such as the higher level of proof required in disability discrimination cases. New material and official changes compelled me to revise “Coping with Courts & Tribunals” – in particular relating to employment tribunals where two major changes have occurred: the charging of fees and the mandatory involvement of Acas. However it was the chapter on legal aid and alternative sources of support which was the most challenging - this is equally relevant to those with and without S.p.L.D.s.

The revised guide now has a section on the bankruptcy process, while chapters such as police custody, useful legislation, ‘reasonable adjustments’, mediation and jury service remain. All content has been updated with the assistance of those working in the areas concerned: Heads of Equality & Diversity in the Police and the Courts, the Jury Central Summoning Bureau, an insolvency specialist, the Citizens Advice Bureau and an international Restorative Justice expert. (Please note: the Guide does not deal with children’s issues, such as Special Needs Tribunals.)

“Coping with Courts & Tribunals” is the mirror image of the “Good Practice Guide for Justice Professionals” (on SpLDs) written in partnership with the B.D.A., in 2009. This too has been updated (the P.D.F. version only) following changes in legislation, in particular the 2010 Equality Act. The Act reflects the reframing of Disability to sit within Equality & Diversity but the definition of disability remains unchanged and this is the basis on which ‘reasonable adjustments’ can be proposed. If you need to clue up solicitors, the “Good
Practice Guide” is a useful tool. I am assured that it is up on the intranet of the Courts & Tribunals Service and have distributed it to all the judges I trained over a number of years.

It is also worth mentioning the guidance on S.p.L.D.s for the judiciary in their “Equal Treatment Bench Book”. As the author of the original S.p.L.D. content, in 2008, I am asked to provide a revision every few years, giving me the opportunity to include concerns that have arisen in the interim period. The most recent update included two key points: firstly that it is not medics but psychologists or appropriately qualified tutors who provide court documentation on dyslexia and secondly that claimants/defendants who rely heavily on assistive technology are further disabled if they are not allowed to use this in court.

Links to Resources.
www.dyslexia-malvern.co.uk/docs/justice/Coping With Courts & Tribunals.pdf
www.dyslexia-malvern.co.uk/docs/justice/Justice guide to SpLDs.pdf
Screening+ Profiler. 
More than just a checklist.

Do-IT Solutions recently launched Screening+ Profiler in partnership with the British Dyslexia Association. Dr Ian Smythe, one of the lead developers, takes a look at traditional assessments compared to online assessments, and why people are still a little reluctant to take advantage of the latest technology.

We bank online, book flights online and are happy to use software to manage areas of our lives. But we are still somewhat resistant to the idea of completing educational assessments online. So why do we remain reluctant to use computerised assessments?

What is wrong with a checklist?
There is nothing wrong with a standard checklist if all you want to know is that you probably are dyslexic. However, it only confirms what you already suspected and does not really move you forward. Indeed, in answer the question “Am I dyslexic?” you probably opened a whole new set of questions, such as:

- What can I do about it?
- What actions are recommended for me?
- Do I need to now pay to see a professional?
- What will help me to function better in work or at home?
- What about other challenges I have such as my organisational skills?
- Which software would help me?

It is these questions that caused Professor Amanda Kirby (an international authority on SpLDs) and Dr Smythe to consider the needs of individuals with dyslexia and other common co-occurring difficulties, and to see if it was possible to develop something online.

Can a computer ask all the right questions?
Working with a wide range of stakeholders, and experts in the field, it has been possible to identify questions and assessments that will help identify 95% of the related issue, which would be very similar to those that would be asked by human assessors. The difference with the computer is that it provides the answers instantly.

What makes a good assessment report?
Everybody has an opinion about what should be in a good assessment. But they all come down to one thing - what is in the report? If there are no or few suggestions or recommendations in a report, then what was the reason for the assessment? The purpose of having an assessment should be to end up with assistance for the problems that are troubling you. So it is not the actual assessment itself that is the key, but the recommendations. And the context of the individual, whether it is in work, seeking work or in education, will impact upon that. So the assessments should form a needs analysis, which is content dependent, and lead to suggestions that can be implemented easily.

How does Screening+ Profiler work?
People do not come in boxes. Everyone is different and has different strengths and needs. What Screening+ Profiler attempts to do is analysis based on needs, rather than on a given label such as “dyslexia.” Your profile may have reading difficulties and attention challenges, or reading, and co-
ordination difficulties. The report reflects your pattern of challenges.

**What about support?**

Feedback from people who are using Screening+ Profiler are using it not just to confirm what they already believe, but also because they want answers, they want suggestions of what to do, and they want to be confident the information is from people who understand. The British Dyslexia Association (B.D.A.) offers support through their helpline (0333 405 4567)

Screening+ Profiler cannot be used for Disabled Students Allowance or Access to Work.

**So will computers replace human assessment?**

Many people still want to sit down and discuss their problems with human assessors. And that is understandable. Indeed talking to an expert can allow even more in depth guidance. But Screening+ saves time, and is a good starting point for discussions with experts. It means you can get going with support even quicker with disability officers, HR personnel or dyslexia advisors.

We do not suggest for one moment that this tool will replace the specialist. But what we, and the B.D.A., recognise is that we can cut costs and time by making Screening+ Profiler part of the process, to empower dyslexic individuals everywhere.

---

**What is Screening+ Profiler?**

Screening+ Profiler is an online tool to help adults who may have dyslexia identify their strengths and weaknesses and offer practical advice on how to overcome their difficulties.

It achieves this through completing a series of modules that include questionnaires, assessments, and skills evaluation.

This provides information to generate the personalised reports with guidance, which may be up to ten pages long, depending on the specific needs. However, this can be accessed using free browser-based text-to-speech software.

To visit Screening+ Profiler, [www.doitprofiler.com/screeningplus-profiler.aspx](http://www.doitprofiler.com/screeningplus-profiler.aspx)
Achieving against the odds.

2014 was a great year for artist Paul Milton who had a number of his pieces recognised and achieved by well-known galleries. In this interview with the B.D.A. Paul, who was also recently made a B.D.A. Ambassador looks back at what he has achieved and discusses his hopes for 2015.

What was your biggest accomplishment in 2014?
My biggest accomplishment has to be the Prime Minister's [David Cameron] portrait. The portrait came about from an idea and I wondered if I could actually do it. Originally I intended to see what Downing Street thought of my art work and the mural. I received a nice letter complementing me on my artwork and after I managed to do the Prime Minister’s portrait they sent me a signed photograph with “best wishes” on it which was so kind and nice of them. It’s good to see them supporting people with dyslexia in this way.

Not too many people know this, but the funny thing is that receiving the letters gave me confidence to carry on with my artwork because I had been considering giving it up. The main portrait hangs in 10 Downing Street, while the copy is archived and recorded at The National Portrait Gallery’s Heinz Archive in London and can be seen by appointment only.

I have also received a letter from their Royal Highnesses the Duke and Duchess regarding my artwork and the mural really lovely letter so nice meant a lot.

Fantastic news about the portrait! Aside from this, what else have you been up to since we last spoke to you for the May 2014 issue of Contact magazine?
The mural mentioned in the previous article which I was commissioned to do for Sainsbury’s is now archived and recorded along with four other portraits at the Museum of London’s The Sainsbury Archive. The mural is also due to go there to be protected and looked after for the future. The portrait featured in the same article featuring Harry the R.A.F. veteran is now archived and recorded with The National Portrait Gallery’s Heinz Archive and can be seen by appointment only along with The Prime Minister’s portrait.

I also organised The Balcombe Art Trail and am currently planning for the next one in 2015. I started off with five artists and ended up with 21! Through the art trail I met some lovely people including fellow dyslexics, which was really nice. I have artwork going to Canada and across the UK in various locations, as well as working on an alter cloth for St Mary’s Church in Balcombe. I’m trying to make it a community project as the community and church have been really supportive to me.

I am also worked with Tigger’s Preschool in Balcombe doing greetings cards for them. The artwork the children have produced has been really good lovely and the whole team has been such a pleasure to work with.

How did you feel being made a B.D.A. ambassador for your services towards raising awareness?
It felt brilliant and gave me back my confidence! I just did my first talk in front of a full church, something I would have never thought I would be able to do so it really means a lot. I’m due to do another talk this year at ones of my past colleges, Sussex Downs Lewis, who have been really supportive. I have another person who wants to work with me as well.

Why do you think it is important to have people such as yourself willing to speak out about being dyslexic?
When I was at the talk at Oxford Street [part of Dyslexia Awareness Week 2014] listening to other dyslexic people and what they went through, I realised how important it is for us to talk about our experiences. It acts as a bit of a healing process and bonding experience because it shows us we are not alone. It gives us others to relate to and that for me is the nicest part about talking about dyslexia.

What is your new year’s resolution?
My new year’s resolution is to become as successful as I can be with my art, to keep progressing and achieving against the odds. To strive to be the best I can be.
I am dyslexic.

Why? I do not understand why the words move about on the page like an uncontrollable itch, why everyone is reading chapter books and I am just on picture books. I feel just plain daft, alone. Just an ordinary girl born in Lewishm Hospital.

A lot of the children stare at me when I get a question wrong, as if a two year old could had anwered it. Teachers can see I am struggling. I don’t make eye contact with anyone, keep my head bowed under my curtains of dread locks, but one day a teacher bellows out my name; I traipe behind the prim young lady, and sit down in front of the mahogany desk. She gives me a sheet of jumbled up letters and sounds and then pronounces that I am dyslexic. Dyslexic? Is that some type of mental illness?

I am alone locked up in my room. This dyslexia business is really mucking up my mind. I was determind to conquer my dyslexia but now it seems physically impossible. My Mum always said “Never lose hope, even if it seem every thing is lost, try and try again.” So we worked out that to keep my mind, of this dyslexia thing I need to find something to do with my life. Ever since I was born, I have wanted to learn how to play music; that wonderful sound that makes your heart melt.

My legs are trembling most terribly as enter the room, the room that may contain my happiness or sorrow. I enter nerrous but excited, and sit down in front of the beautiful black object. The piano.

Why is it always me? Yet again the words are moving about on the page as if they’re two year olds that do not want to go to bed.

It has taken me a long time to get to where I am, it may have taken me a while but I got there, grade three in both Clarinet and piano.

I am dyslexic and I am proud to be!

Isobel Hatfield, aged 11

---

**We are the UK’s major supplier of all measures necessary for assessing dyslexic students to qualify for Access Arrangements in GCSE / A Level and the Disabled Students’ Allowance.**

**Top titles include:**

- CTOPP2
- TOMAL2
- WRAT4
- AAB
- GORT5

**Price Guarantee**

We offer the lowest delivered price on all our products. If you can find the products for less - just let us know and we’ll match that price plus send a free gift.

[www.annarbor.co.uk](http://www.annarbor.co.uk)  Tel: 01668 214460

Ann Arbor publishers
Dyslexia Awareness Week Competition winners.

Hundreds of entries were received for the 2014 D.A.W. Competition, which were judged by Mackenzie Thorpe, Emma Abdulaal and Pamela Uddin. The judges had a difficult time selecting the winners, but after much deliberation the following were chosen.

Writer’s award.

First prize (18+): Roy Miles.

My Rant.

I have read the requirements. 500 words on a subject of my choosing, submitted by 30th September. My idea comes to me, complete in a single moment, and I reel, tugged in all directions by emotion and plot. Stories never appear linearly, in the way they demand to be written. Narratives must be kneaded, stretched and rolled out like long thin sausages of clay that are coiled round a central, theme-like space, to construct a cup. But before I allow a reader to drink from my prose, like pots, they must be fired, glazed and fired again. I watch as my heart’s sharings are swallowed, hoping that their devourers agree that the unwieldy constructs I began with have been chip, chip, chipped away sufficiently to leave only those essential words, arranged to perfection. Will the readers understand the meanings I imbued the text with, or will they think they are viewing a painting depicting a wild sea-scape that, like a still photograph, always misses movement or detail and never places the viewer in its midst?

Competition judge, I invite you to observe my work from a point of view. Like you, I come with preconceptions. What are your ideas of how dyslexia matters? What do you think dyslexia is? What are the differences between that imagined dyslexia and my real condition? And yet you will judge my essay. Give it a mark. Put it in the Worth a second look or the Discard pile. But how do you read my outpourings? Do you sit quietly in a book-lined study, resting in a padded swivelling leather chair or are you hunched over, mouth working, while you attempt to lift meaning from the marks on the paper? What is your point of view?

Why me, I ask? I’ve just lost my job. Not for the first time. I don’t know how to fit myself into the neuro-typical hole left for me by others, nor understand myself well enough to mould my own neuro-diverse space. It’s a vicious circle. The negative beliefs, I’m slow, I’m stupid, I’m useless, that judder me like a great bell hit by a clapper. They skew my thinking, blind me to the truth, and hide from me ways of acting that are in my best interests. Until recently, I have not felt neuro-typically dyslexic enough to be helped by the dyslexic community. At 20, a speech and language therapist declared me dyslexic, but said I was too bright to help and she told me to teach myself to spell. And so, at 30, when the dyslexic society told me they couldn’t help because my spelling had reached too high a standard, I was sure my troubles were all my fault. The results of the psychological assessments I have participated in since then graph a neurotic recipe, which is laid on a base of dyslexia and sprinkled with traits of dyspraxia and a cusp of autism. Slowly I am letting go of victimhood, so that I may embrace the positive side of being dyslexic.

I have always loved tales, but I was 15, during a miners strike that extinguished the telly, before I discovered books, the text lit up by a coal fire, while warmed by the dying embers of my mother’s stories. At 25, for the first time, I read aloud to an assembly without stuttering over misplaced syllables. Afterwards I sobbed with relief, uncensored, before the smiling crowd.

Now it is your turn, oh decider of my fate. Get up. Stand up. Go. Remove yourself from that distraction free zone you cherish and find a spot where others gather. If there is a lectern there, so much the better. Place the typed sheet in your hand onto it and make yourself heard. Speak my words out loud. Gather up your spittle and force the phrases forth. Spray the second row of your audience with a fine mist. Don’t hold back. Stumble...
over awkward phrasing and unusual diphthong combinations, if you must, but do not apologise for your lack of fluency. Rather, blame the language, hung around your neck like an albatross. Let the letters dance about the page and pray that you speak them correctly when they assemble themselves in their written order. Don’t stop. If you do, at the very least, you will have lost the interest of your listeners. They will have moved on to talk of other things. Quickly, before they go, do something to draw their attention back. If they leave, you will have to start again, with a completely new set of work colleagues or friends.

I imagine the melee before you whooping and applauding as the last of my 500 words leaves your lips. Weeks I spent adding layers of meaning and forging turns of phrase that would paint a 1000 word picture in far fewer actual words. I re-check the text of the submission process displayed on the BDA website just before I submit. To my horror I see it says 30th September 2013. I search the website again and find this year’s rules. “What does dyslexia mean to you?” You ask. Well, this rough hewn rant is my reply.

Dyslexics produce the B.D.A. website, so untidy leftovers from last year might be expected, but what of those dyslexic writers whose offerings fit last year’s advert? What prizes for them? Will the B.D.A discard their entries and their dreams as the neuro-typicals so often have?

For every Richard Branson there are a thousand lost soles, or is that lost souls, on the prison merry-go-round, or wasting their lives on mental health medicated benefits, or in undemanding jobs, or suffering sex exploited loneliness. Knowing who you are and where you belong matters, and I have always struggled with this. But theirs is not my fate, I have learned that with time and effort words can be herded into shape and flung back out into the world.

**Runner-up (18+): Vanessa Gavin.**

**Dyslexia Matters.**

Through primary and secondary school I struggled with reading, writing and spelling. Half way through secondary school I got tested for dyslexia at Dyslexia Action. They said I was dyslexic and they said they could help me. I went there every week for two hours. I was there for over three years they helped me with all of the English points. I managed to achieve grades in all my subjects. I missed two lessons a week so I did some of my work at dinner time or at home.
When I left school I went to college to do art and design because it was one of my strong subjects. After college I decided to do teaching assistant level 1 because I like to volunteer at my local youth centre.

In 2010 I was as one of 100 young leaders. They were split between Hull, East riding, London and Aberdeen. In 2012 we were called Game Makers at the London Olympics 2012 games.

If you are dyslexic do not put yourself down or let anyone put you down. You have your talents. (Subjects are three dimensional).

I look up to all the famous people with dyslexia like Whoopi Goldberg, Pablo Picasso, Cher, Muhammad Ali, Richard Branson and even the famous Inventors & Scientists like Albert Einstein.

---

**First prize (12-17 years): Ben Thake (Forest Hall School).**

Decisions are hard.
Yellow overlay for reading.
Spelling is very frustrating.
Literacy is hard to understand.
Enjoy doing art.
Xexplain the work first.
Interests are important.
Active in PE.

**Runner-up (12-17 years): Ed Atkinson and Max Day (Forest Hall School).**

Dyslexia makes me jumbled.
Y (why) ask me?
Struggle to understand.
Listen to me.
Enjoy school.
Xexplain to me.
I'm inquisitive.
Accept me!

---

**First prize (11 and under): Ollie Fletcher (Stifford Clays Primary School).**

My life!
Hi my name is Ollie.
And sometimes I loose.
Concentration because I.
Cannot write down what.
Is in my head fast enough.
And I forget what I want.
To say and write.

**Runner-up (11 and under): Sophie Bentley.**

Dyslexia.
Dyslexia is a multi coloured rainbow,
It tastes like fizzy apple juice.
And smells like pollen.
Dyslexia looks like a fuzzy black bob,
And sounds like echos everywhere.
Dyslexia is different.
Inventors.

First prize (12-17 years): Louise Cripps.
This is an educational toy I designed aimed at dyslexic children as part of my DT course and because my sisters and I have dyslexia.

Runner-up (12-17 years): Faith Holbrook (Ebbw Fawr Learning Community).
Faith invented self-washing hands, which could be used for cleaning the dishes.

First prize (11 and under): Sebastian Goodchild (St Mary Redcliffe and Temple Secondary School).
My invention: A new printer for dyslexics which prints the thoughts in your head exactly as you think them! Just put on the hat and glasses, and no more writing and struggling with spelling – just creativity!

Runner-up (11 and under): Aleece Jones (Ebbw Fawr Learning Community).
Aleece designed and cooked three different types of cake; she is a talented cook and wanted to showcase her talent.
Artists.

First prize (18+): Liam Parr.

Runner-up (18+): Samantha Terry.

First prize (12-17 years): Christian Davis.

Runner-up (12-17 years): Mhairi Lochead (St Mary Redcliffe and Temple Secondary School).

First prize (11 and under): Max de Bourcier.

Runner-up (11 and under): Arad Rezavandi (Moonhall School Dorking).
B.D.A. training available.

Dyscalculia Awareness and Support Training.
The B.D.A. offers a wide range of training programmes including one on Dyscalculia Awareness and Support, which is available as a three day, two day or one day course. Participants of the full three-day course who go on to complete an assessed workbook are able to opt for level-two accreditation. The programme is designed to equip delegates with a sound understanding of dyscalculia and how to support dyscalculic learners across their studies.

Day one, which must be attended first, looks at identifying dyscalculia, the skills needed to be good at maths and what can be done to support learners who are struggling. Day two looks at supporting students with dyscalculia, the different theoretical approaches to teaching maths and how these can be applied to learners with dyscalculia. While day three discusses understanding the difficulties dyscalculic individuals may have such as working memory, time, language of maths and the ways of helping them with these issues.

Course dates are available from www.bdadyslexia.org.uk/services and available locations include London, Manchester and Birmingham. Prices start from £130 for day one only to £640 for the full three-day course including accreditation.

Renewing your Practicing Certificate?
We are running an advanced refresher course for practitioners called Psychometric Assessment and Statistics in context. The course is S.A.S.C. accredited and counts towards five hours C.P.D. when renewing your A.P.C. Places are available in London on May 11, 2015 and are priced at £150 or £130 for A.M.B.D.A. members. For further details please email training@bdadyslexia.org.uk or call 0333 405 4565.
Who’s who in the B.D.A.

A number of members have said that they would like to know who to specifically contact at the B.D.A. with a particular concern. Within this page are the main contacts of who you can contact with a query.

<table>
<thead>
<tr>
<th><strong>B.D.A. National Helpline:</strong></th>
<th>0333 405 4567</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head of Education and Policy</strong></td>
<td>Katrina Cochrane: 01344 381569</td>
</tr>
<tr>
<td></td>
<td>(for project queries – ITT, Shine, YOT, etc. – and education/policy related issues)</td>
</tr>
<tr>
<td><strong>Accreditation Administrator</strong></td>
<td>Adam Robson: 01344 381560</td>
</tr>
<tr>
<td></td>
<td>(for all course and individual accreditation queries as well as Quality Mark)</td>
</tr>
<tr>
<td><strong>Commerce and Assessments Manager</strong></td>
<td>Mike Littler: 01344 381568</td>
</tr>
<tr>
<td></td>
<td>(for all commerce and workplace assessment related queries)</td>
</tr>
<tr>
<td><strong>Media and Communications Officer</strong></td>
<td>Emma Abdulaal: 01344 381559</td>
</tr>
<tr>
<td></td>
<td>(for all media, website, public relations, fundraising, publication and Dyslexia Awareness Week related queries)</td>
</tr>
<tr>
<td><strong>Membership Development Officer</strong></td>
<td>Arran Smith: 01344 381554</td>
</tr>
<tr>
<td></td>
<td>(for all membership and shop related queries)</td>
</tr>
<tr>
<td><strong>Support PA to Arran Smith</strong></td>
<td>Paula Malone: 01344 381553</td>
</tr>
<tr>
<td></td>
<td>(for follow-up queries relating to Arran Smith)</td>
</tr>
<tr>
<td><strong>Head of Finance</strong></td>
<td>Angelique Lyon: 01344 381555</td>
</tr>
<tr>
<td></td>
<td>(for all finance related queries)</td>
</tr>
<tr>
<td><strong>Training Department:</strong></td>
<td>0333 405 4565</td>
</tr>
<tr>
<td><strong>Training Administrator</strong></td>
<td>Lynette Robertson: 01344 381567</td>
</tr>
<tr>
<td></td>
<td>(to book or find out more information on B.D.A. training courses)</td>
</tr>
<tr>
<td><strong>International Conference lead/Training Co-ordinator</strong></td>
<td>Donna Stevenson: 0333 405 4587</td>
</tr>
<tr>
<td><strong>PA to CEO/Office Manager</strong></td>
<td>Debbie Tear: 01344 381552</td>
</tr>
<tr>
<td></td>
<td>(all queries relating to the B.D.A. C.E.O. and office management)</td>
</tr>
</tbody>
</table>
B.D.A. Webinars

We have some fantastic webinars planned for you in 2015 including topics such as supporting your child at home and maths learning difficulties.

Support for Parents at Home: January 20
Katrina Cochrane

Dyscalculia and Maths Learning Difficulties: February 11
Judy Hornigold

Dyslexia and Communication Difficulties: March 17
Speaker t.b.c.

Creative Impact through Innovation - One year on: April 21
Dr Julia Carroll and Professor Victor van Daal

Creativity and Dyslexia: May 19
Dr Kate Saunders

SEN Reforms - An Update: September
Speaker t.b.c.

Study Skills for F.E./H.E. students: September 30
Katrina Cochrane

How to support your students - for teachers and T.A.s October
Speaker t.b.c

All webinars take place at 7pm and are priced at £5 per person.

You can book your place by visiting our website www.bdadyslexia.org.uk/events
Outstanding Quality of Education – OFSTED December 2011

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

DYSLEXIA

MAPLE HAYES SCHOOL
ABNALLS LANE LICHFIELD STAFFS WS13 8BL Tel 01543 261387
Principal Dr E N Brown PVD MS c BA MINS MSC ME AFBP S CP Dysphat
Headmaster Dr D J Brown DPhil MEd (Psychology of SpLD) MA(Oxon) PGCE
Corporate Member of the British Dyslexia Association
Approved under the 1996 Education Act as a
co-educational day school especially for Dyslexics 5-17 years.
Excellent GCSE results

www.dyslexia.gb.com

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

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

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

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