Yorkshire Rose Dyslexia

Edition 2
November 2026

YRD Newsletter

November 2026 – Edition 2

IN THIS ISSUE

–	Welcome from Yorkshire Rose Dyslexia
01	SEND Reform News
02	Dyslexia Awareness Month – Report & Resources
03	Research, Reports & Articles
04	More Events & Recordings
05	Resources & Offers
06	Dyslexia Stories
07	. . . and finally
–	Become a Member

NEED SUPPORT?

Call our helpline

0113 856 2240 · helpline@yrd.org.uk

EVENTS & TRAINING

See what's on

yorkshirerosedyslexia.org.uk/our-events

WELCOME FROM YORKSHIRE ROSE DYSLEXIA

Supporting dyslexics and their families

At Yorkshire Rose Dyslexia, we believe in a dyslexic-friendly society that enables all neurodiverse persons of all ages to reach their full potential.

Welcome to the second edition of our newsletter: news, events, resources and stories from across the dyslexia community, gathered in one place.

How we can help

Our Helpline

We operate a helpline service run by volunteers. Please be considerate when calling, our helpliners are volunteers and some have full time jobs but give what time they can to help.

Read more about our helpline →

Tutors & Assessors Directory

Have a look at our Tutors & Assessors Directory to find a specialist close to you. If you are a YRD Professional Member and hold a recognised dyslexia/SpLD qualification, you can also create a public profile on the directory.

Find a tutor or assessor →

Touch Typing at School

We support schools implementing touch typing to help their pupils in class, with homework & exam access. Touch typing helps memory, reading, writing, spelling, confidence and more.

Touch typing for schools →

Touch Typing at Home

We think typing by touch is one of the most valuable skills for dyslexics. Help your child to learn at home or sign up for an online tutored course, in the holidays, in term time or both.

Touch typing at home →

YRD events and training

All year

Events, webinars and training

Explore our event calendar to see our upcoming events, webinars, and other activities in the dyslexia community.

See our events calendar →

01

SEND Reform News

What the national reforms mean for families, and what stays the same for now

National SEND Reform

An update on progress

Following the publication of the 2026 Schools White Paper (*Every Child Achieving and Thriving*), the Department for Education (DfE) and NHS England required all local area partnerships to submit their initial Local SEND Reform Plans by 19 June 2026.

Core requirements of the plan

Local authorities were legally responsible for leading and bringing together education, health, and social care partners to co-produce the plan. Every plan must be structured around and include:

- **The "Experts at Hand" Offer:** integrating specialist support teams (such as speech and language therapists) directly into mainstream schools and settings.
- **System Tiers:** outlining how the local area will transition to a tiered support framework (Universal, Targeted, Targeted Plus, and Specialist).
- **Digital Individual Support Plans (ISPs):** moving toward digital ISPs to support non-complex SEND needs early.

Nothing changes yet

Please remember that nothing is changing for your child right now. The government's plan to rewrite the law is a long project; the current SEND system remains completely in place for now. Your child's current school support, legal rights, and annual reviews remain the same during this transition phase. Education, Health and Care (EHC) needs assessments and Education, Health and Care Plans (EHCPs) are part of the current SEND system and will continue to operate as they do now while national reform plans are developed further and implemented.

The official timeline

The national roll-out is broken into three main phases:

Right now (Autumn 2026)

"Experts at Hand" early specialists. Local councils have submitted their plans and the programme is beginning to roll out, so some schools will soon get quicker access to speech therapists, occupational therapists and educational psychologists.

The prep years (2027–2028)

Big funding & staff training. No laws change yet. Investment goes into staff training, "inclusion bases" inside schools, and testing new funding systems.

The big switch (Sept 2029)

New SEND law kicks in fully. Mainstream inclusion, the tiered system and digital ISPs become standard practice across England.

EHCP protection (Sept 2030 onwards)

The government has legally promised that no changes to existing EHCPs will happen before September 2030.

If your child is already settled in a specialist school or setting by September 2029, the government has guaranteed they will be allowed to stay there until they finish their phase of education. They will not be forced back into a mainstream school against your wishes.

Department for Education

SEND Update: Biggest Ever Overhaul of Teacher Training Begins

The Department for Education has launched the most comprehensive SEND teacher training programme in a generation, backed by £200 million. This national rollout aims to ensure every teacher is better equipped to support children and young people with SEND, wherever they live.

What's new?

- Free, first-of-their-kind training materials are now available for mainstream schools and post-16 settings.
- Early years staff will receive dedicated online training to help identify and support needs from day one.
- Materials include practical, evidence-based strategies such as breaking instructions into smaller steps, pre-teaching vocabulary, using visual timetables, and adapting environments to reduce sensory overload.

Why this matters

Families have long called for more consistent SEND support and better training for staff in schools. This new training aims to: improve early identification; build staff confidence; reduce the postcode lottery; and strengthen inclusion in every classroom. Further materials will be released in early 2027 as part of the wider SEND improvement plan.

→ SEND & Inclusion Training (Schools)

→ SEND & Inclusion Training (Post-16)

→ Inclusive Workforce Models research

IPSEA

Latest IPSEA blogs

→ SEND complaints are rising – weakening children's rights is not the answer

→ Don't jump the SEND law gun – the law has not changed

→ SEND reforms: we need a system that's accountable and meets individual needs

Special Needs Jungle

Special Needs Jungle – News, resources & informed opinion about Special Educational Needs

Numerous new articles, including:

- → The regional teams from Whole School SEND offering free SEND learning to school and college teaching staff
- → Why 'functioning' might be the missing piece in the SEND reform puzzle
- → The government must not ignore stark warnings about lack of mainstream SEND capacity reported by its own research
- → As The Guardian prints our joint campaign's open letter, it's clear people with lived experience don't want to lose SEND rights
- → How do you ensure pathways to education, health, and social care support meet both diagnosis and needs?
- → Researching flexi-schooling: How beneficial is it for children with SEND?

02

Dyslexia Awareness Month

Report & resources from Dyslexia Awareness Week 2026

British Dyslexia Association

Dyslexia Awareness Week 2026: Looking back on a week of raising awareness



From sharing personal stories to celebrating workplaces getting it right, Dyslexia Awareness Week 2026 brought people together to explore what dyslexia means in real life and how we can make work better for everyone.

It may have come to an end, but we hope the conversations it has started will continue long after the week itself.

This year's theme, Dyslexia in real life: At work, focused on the experiences of dyslexic people in the workplace, celebrating progress while recognising the barriers that still need to be addressed.

We wanted to encourage employers, colleagues and the wider public to look beyond common misconceptions and understand how dyslexia can affect working life. From recruitment and communication to management styles and workplace adjustments, the week explored how a better understanding of dyslexia can make a real difference.

Sharing real experiences of dyslexia

Hearing directly from dyslexic people was an important part of this year's campaign. Personal stories help us understand the realities of dyslexia, from the challenges people face to the strengths and different perspectives they bring to their work.

Throughout the week, we shared experiences that highlighted the impact dyslexia can have on confidence, career progression and everyday working life. These stories also showed why being understood matters, and how the right environment can help people feel more confident about their abilities.

By listening to these experiences, we can better understand what needs to change and learn from those who are finding ways to make things work.

Making workplaces more dyslexia friendly

One of the most encouraging things about this year's campaign was seeing how many workplaces are already recognising the strengths dyslexic people bring to their organisations.

We heard employees speak positively about their employers and the personal support they receive. These experiences were a welcome reminder of the difference that understanding, flexibility and the right adjustments can make. When employers take the time to understand their people, they can help create an environment where dyslexic employees feel valued and able to do their best work.

However, we know this isn't everyone's experience. Many dyslexic people still face barriers at work, whether that's during recruitment, when using workplace systems or when trying to access the adjustments they need. Some also feel unable to be open about their dyslexia for fear of being misunderstood.

There is much we can learn from the organisations getting it right. Clear communication, accessible information and managers who understand dyslexia are practical steps that can make working life better. Just as importantly, recognising both the strengths and challenges associated with dyslexia helps ensure people have the opportunity to develop and progress.

Our aim is for every dyslexic person to feel understood, valued and able to reach their potential at work.

Bringing people together to make a difference

Dyslexia Awareness Week was also an opportunity to bring together people and organisations who share our commitment to improving understanding.

We would like to say a special thank you to Theo Paphitis, our Vice Chair, Emma Dagnes OBE, Chief Executive of Alexandra Palace, Spencer Clarke Group, Speech and

Language UK, Natalie Brooks of Dyslexia in Adults and all the MPs who stood with us to raise awareness of dyslexia in the workplace.

We are grateful for their involvement and for helping us bring these conversations to a wider audience. Having voices from across business, public life and the workplace stand alongside us helps reinforce why this matters and encourages more organisations to consider the part they can play.

Thank you, too, to everyone who shared their stories, took part in the campaign and helped spread the word. Your time, honesty and enthusiasm helped make the week what it was.

Keeping the conversation going

While Dyslexia Awareness Week provides an important opportunity to bring people together, improving understanding is something we need to work on throughout the year.

Employers can start by reviewing their recruitment processes, listening to their employees and considering where small changes could remove unnecessary barriers. Managers and colleagues can also make a difference by being open to different ways of working and creating an environment where people feel comfortable discussing what works for them. At the BDA, we will continue working with dyslexic people, employers and professionals to challenge misconceptions and encourage positive change.

Most importantly, we want to keep hearing from the people whose experiences are at the heart of this work. Their stories remind us why it matters and help us understand where further progress is needed.

Thank you to everyone who was part of Dyslexia Awareness Week 2026. Together, we can keep making dyslexia better understood at work, not just this week, but all year round.

BDA blog



Dyslexia does not stop when school does

Dyslexia does not stop when someone leaves school. Our understanding and support should not stop there either.

→ Read the blog

BDA resources



Our **5 ways to make work easier** share simple, practical ideas for dyslexic adults, whatever your role. Read here



Recruitment tips: our friends at Spencer Clarke Group have put together some practical, dyslexia-friendly tips for employers. Read here

For schools



What's in your everyday toolkit?

Different minds need different tools. Free Dyslexia Awareness Week resources for schools:

- → Activity pack
- → Assembly PowerPoint presentation

Webinar recordings



Reading unlocked: Dyslexia and DLD

- → Free webinar recording – Reading unlocked: Dyslexia and DLD (Primary)
  Slides: Supporting children with dyslexia and DLD with reading
- → Free webinar recording – Reading unlocked: Dyslexia and DLD, teachers and school staff (Secondary)
  Slides: Reading unlocked (Secondary)
- → See also: Resource library for educators – Speech and Language UK



Dyslexia at work: practical tips to help you succeed

- → Watch the webinar recording
- → Slides: BDA webinar



Dyslexia or dyscalculia: understanding your next steps

→ Watch the webinar recording

→ Slides: Assessments for adults: all you need to know

Workplace checklist



How dyslexia friendly is your organisation?

Our quick and easy checklist is designed to help workplaces and organisations see what they're already doing well and identify areas where they could make a difference.

Take the checklist, get your workplace inclusion score and find out where to start on your dyslexia-friendly journey.

→ Take the checklist and get your score

BDA Style Guide



Is your written content easy for everyone to read?

Our Dyslexia Style Guide shares practical tips for creating clearer, more accessible written materials, from choosing fonts to structuring pages and using plain language.

These principles can benefit everyone, not just people with dyslexia.

→ Read the guide and make your content more accessible

Videos

DAW 2026 – Archbishop of Canterbury

We're grateful to have the support of the Archbishop of Canterbury in raising awareness of dyslexia and reminding us that inclusion matters wherever we are.

DAW 2026 – Emma Dagnes, CEO at Ally Pally

Emma Dagnes OBE, Chief Executive of Alexandra Palace shares her dyslexia story, how it has shaped her career and why being open about dyslexia matters.

03

Research, Reports & Articles

A research request, newsletters, reports, blogs and exam access arrangements

Research request
University of York & UKRI

Can everyday handwriting help identify dyslexia sooner?

For parents and guardians of children aged 5 to 11

Dear Parent or Guardian,

Many children with dyslexia find reading and writing difficult for a long time before the reason is recognised. For some, it is several years before they are assessed and able to get the support they need.

Lexiscan is a research project investigating whether artificial intelligence can recognise patterns associated with dyslexia in children's everyday handwriting. The long-term aim is to help teachers identify sooner which children may benefit from a dyslexia assessment. The project is funded by UK Research and Innovation (UKRI) and is a collaboration between the University of York and Redpen AI Ltd, a UK education technology company.

We would like to invite you to take part if your child is aged between 5 and 11 and either has a formal diagnosis of dyslexia, or is thought by you, their school or a specialist to have dyslexia but has not yet been formally assessed.

What we are asking for

We would like photographs of handwriting your child has already produced. Writing from across their time at school is especially valuable, so as well as recent work and handwritten homework, we would welcome exercise books from previous years, including any from before a diagnosis. Ordinary, everyday writing is the most useful to us, so your child does not need to write anything new or complete any tasks. Please redact your child's name and school from the work before taking photographs.

A reliable answer depends on writing from many children. If the research is successful, it could in time contribute to tools that help thousands of children have their dyslexia recognised earlier.

How it will be used

The handwriting will be used to train and test AI models as part of the research, including to help Redpen AI, the project's technology partner, develop this technology. The technology is still being researched, and we do not yet know how well it will work. Lexiscan does not provide a dyslexia assessment or diagnosis for children who take part.

How to take part

Taking part is entirely voluntary and usually takes around 10 minutes. Please visit the Lexiscan research portal at **Contribute handwriting – Redpen AI** or scan the QR code. There you can read full information about the project, how your child's handwriting and

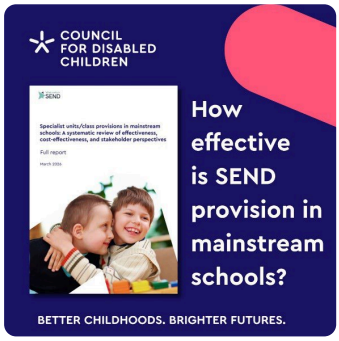
Research portal
collect.redpenai.co.uk

information will be used and protected, and what giving consent involves, before you decide. If you choose to take part, the portal will also ask a few questions about your child, such as their school year and any diagnosis.

If you have any questions before deciding, please contact William Griffiths at willgriffiths@redpenai.co.uk. Thank you for considering this invitation.

Yours faithfully,
Dr Elpis Pavlidou, University of York
Mr William Griffiths, Redpen AI Ltd
On behalf of the Lexiscan research team

Council for Disabled Children



How effective is SEND provision in mainstream schools?

Having supported the Department for Education (DfE), alongside nasen, to produce the recently published Inclusion Bases Guidance, we welcome the recommendations for policy and practice in this report from What Works in SEND, reflecting evidence from a range of national and international perspectives.

We are particularly pleased to see the recommendations to prioritise children and young people's voices, and to focus on implementation processes, workforce capacity and the need for flexible, continuum-based models of provision, all of which are key principles running through the DfE guidance.

→ Read the What Works in SEND review

Youth Voice Matters

Art Competition: Celebrating Joy



Youth Voice Matters is an annual conference designed and delivered by and for disabled children and young people and children and young people with special educational needs. This event brings young people together to develop their participation skills and recognise the impact they can have when using their voice to create change!

This year's conference is all about **Celebrating Joy**, and we want to know what this looks like to you! We are inviting you to get creative and show us the different ways to find, share and celebrate joy. All submitted artwork will be showcased at Youth Voice Matters 2027 on Thursday 18th

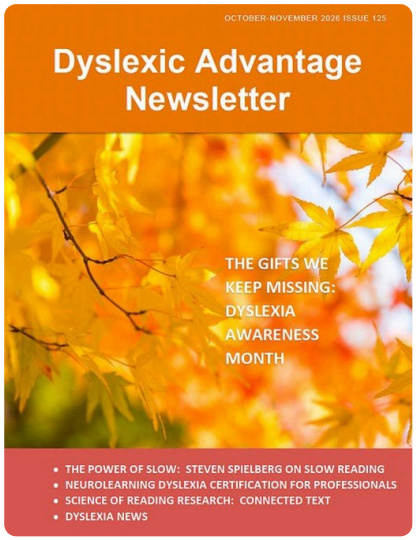
February 2027 and uploaded to the Council for Disabled Children's website after the conference.

→ Find out more about the competition here

Magazines & newsletters



Dyspraxia Magazine
Download the latest issue here for free



Dyslexic Advantage Newsletter
September–November 2026 Issue

SEN Magazine

When reading becomes a battle

Rebekah Herbert on the hidden reality of dyslexia, diagnosis and advocacy.

For many parents, reading with their child is imagined as one of childhood's simplest joys. Bedtime stories, trips to the library, watching your child slowly become absorbed in books and imagination. Reading is often associated with comfort, escape, learning and connection. But for some families, reading becomes something different. It becomes frustration, exhaustion, avoidance and sometimes heartbreak.

→ Read the whole article: When reading becomes a battle

→ Further articles on dyslexia at SEN Magazine

Prof. Amanda Kirby

Prof. Amanda Kirby MBBS MRCGP PhD FCGI FRSA: Neurodiversity 101

"Every week, I translate the latest neurodiversity research into plain language and give practical tips."

→ Keep Britain Working: Why neuroinclusion must be part of the solution

→ Are we searching for 'golden tickets'?

→ What does 'often' mean... and why we need more information to make a diagnosis

→ Four reports. Four perspectives. One direction of travel?

→ The discomfort of being a novice: when encouragement doesn't feel encouraging

→ We need a serious conversation... NEEDS or DIAGNOSIS... who is asking??

The Assistive Edge AT Superstore



New from Véronique: Assistive Technology for Dyslexia – Why Buying the Tech Isn't Enough

In the latest blog, Véronique Morris-Aloni, founder of Dyslexia in Focus and a specialist teacher assessor with over 25 years of experience, shares her insight into what makes assistive technology successful in schools.

From staff training and getting teacher buy-in to involving students in choosing their technology, Véronique explores why implementation matters just as much as the technology itself.

She also shares practical advice for schools looking to build a simple, inclusive assistive technology offer, including why having a designated AT lead can make such a difference.

Read the full blog

Succeed With Dyslexia

Practical Reading Tips for Dyslexia: Building Confidence and Independence

If you have dyslexia, you probably know that reading a book, tackling a worksheet, or even looking over a work report can occasionally feel like climbing a mountain. It can take so much effort to figure out each word that you're left with hardly any energy to enjoy or understand what you're reading; no wonder it can feel exhausting, even when you really want to dive in.

But here's the truth: dyslexia isn't about how smart you are. It just means your brain has its own special way of working with words.

The good news? With the right tools and a few simple tricks, reading doesn't have to feel like such a struggle. Here are some ideas that can help make reading easier, and possibly even a little more enjoyable.

→ Read on: Practical Reading Tips for Dyslexia

Why AI Is Not Replacing Dyslexic Thinkers

AI is brilliant at processing language quickly, but it can't match the lived experience, intuition and lateral thinking many dyslexic people bring to a problem. LLMs (Large Language Models) remix existing patterns. Dyslexic thinkers often break them. The future belongs to people who use AI as a tool while leading with their human strengths.

Can AI replace dyslexic thinkers?

AI large language models can only guess what comes next based on what they've already seen. Dyslexic thinkers, on the other hand, use their own experiences, spatial smarts, and intuition to solve problems, especially when there's no rulebook or data to follow. AI can help, but it can't replace real human thinking.

What is dyslexic thinking?

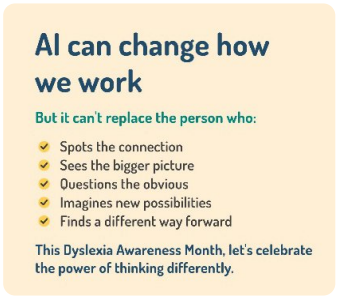
Dyslexia is a brain difference that can make reading, spelling, and working with written words tricky. But it also comes with some amazing strengths.

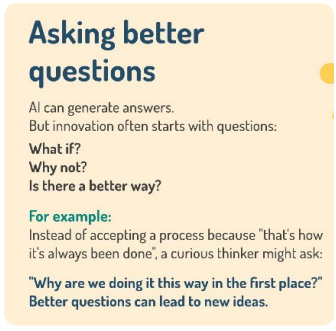
The MIND framework, created by Drs. Brock and Fernette Eide, highlights four big ones: understanding how things work in the real world, spotting connections between ideas, learning through stories and experience, and predicting how things might play out.

Not every dyslexic person has all of these, but you'll see these strengths pop up again and again in research and in people's real-life stories.

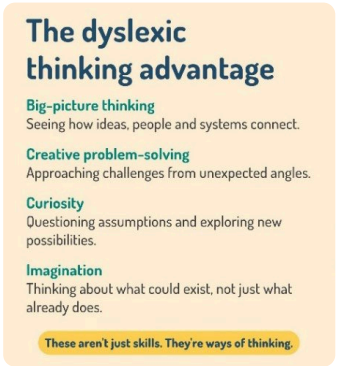
→ Read on: Why AI Is Not Replacing Dyslexic Thinkers













Adult Dyslexia Services by Sarah Hickinbotham



Dyslexia in Defence – Empowering Dyslexic Talent

This will be life-changing dyslexia support! A former soldier has created a community to provide support for dyslexic members of the Armed Forces community.

Dyslexia in Defence CIC, founded by Symon S. – who is himself dyslexic – aims to raise awareness and break down unnecessary barriers faced by current, past and future Service Personnel.

"I have the privilege of supporting the project as a specialist assessor, but I need your help. Share this post with everyone you know so we can spread the word of this support far and wide! I'll be providing regular updates on the progress of the project on LinkedIn, TikTok and Facebook. Are you a member of the Armed Forces, thinking of signing up or retired? I'd love to hear your thoughts on this idea."

→ Watch a short video about this new project to support the Armed Forces community

→ Visit the Dyslexia in Defence CIC website lnkd.in/et87xjg4

→ Adult Dyslexia Services by Sarah Hickinbotham

Exam Access Arrangements JCQ

Guidance for parents, carers and students about access arrangements

WHAT ARE ACCESS ARRANGEMENTS?

- Access arrangements allow students with specific needs, such as special educational needs or disabilities, to access an exam.
- They allow students to show what they know and can do without changing the demands of the exam.

HOW WILL THE PROCESS START?

- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important.
- Students in further education should record their additional needs on the college's enrolment form.
- The SENCo will work with teachers and the student to identify possible arrangements.
- Various access arrangements are available. For example, support for students who have difficulties with reading, writing, speed of working or concentration.
- Not all students with additional needs will require access arrangements. This depends on whether their difficulty affects their access to exams. Additional needs or a diagnosis alone do not entitle a student to access arrangements.

WHO WILL MAKE THE ASSESSMENT?

- If a student has learning difficulties, the school or college's appointed assessor must conduct the assessment to determine the need for access arrangements, such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia or dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college and received the necessary access arrangements paperwork in advance of the assessment taking place.
- Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are **not** responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams.

WHAT ELSE NEEDS TO BE DONE?

- The school or college will have to apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.

FINALLY

Schools and colleges **must** follow the rules. They are inspected and if they are found to be breaking the rules, this will be malpractice.

If you have any questions about access arrangements, please speak to the school, college or SENCo.

British Dyslexia Association

Exam Access Arrangements – British Dyslexia Association

This link provides details about access arrangements for national curriculum tests as well as GCSEs and A-Levels. It also includes access to two webinars.

Joint Council for Qualifications

Access arrangements when a candidate changes centre

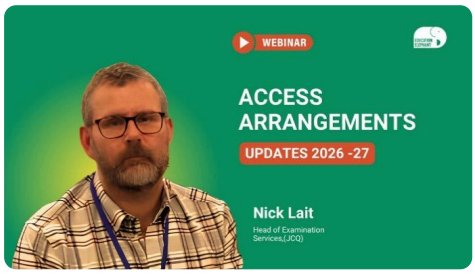
This guidance supports schools, colleges and training providers in managing access arrangements when a candidate transfers between centres. It explains when existing forms can be reused, when supporting documents must be updated, and when new evidence or forms are required to comply with JCQ regulations. This includes:

- candidates transferring mid-course (e.g. during GCSEs, A-levels, or other Level 2 or Level 3 qualifications);
- candidates resitting qualifications at a new centre;
- candidates progressing from Level 2 to Level 3 qualifications (e.g. GCSE to A-level).

Scenario	Form 8	Form 9	Form 8RF	New form required?
Resitting GCSE English Language and/or Mathematics	Yes	Yes	No	A new form is **not** needed if the existing form is compliant.

→ Additional documents: Access Arrangements, Reasonable Adjustments and Special Consideration – JCQ

Education Elephant



Free webinar recording: Access Arrangements 2026–2027

A very useful free online webinar presented by Mr Nick Lait, Head of Examination Services at JCQ. You can now access the resources from the session.

→ JCQ Access Arrangements update 2026/27: Refresher Webinar with Nick Lait

→ Download the presentation

04

More Events & Recordings

Online events you can join from anywhere, plus recordings to watch in your own time

TechEdology



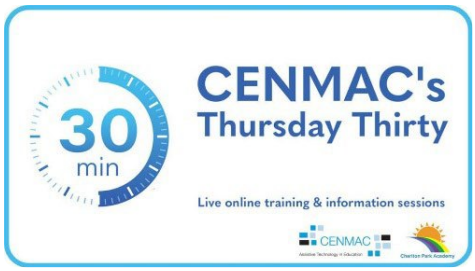
Online · Thursday 5 November, 9.30am–1.10pm

AT Speed Date

A half-day online event featuring 8 different assistive technology solutions: Speechify, Study Agent, Genio, Inspiration, CareScribe, Booost Education, Spellex and FindMyFlow. Free to attend.

→ Find out more and book your place

CENMAC



CENMAC's Thursday Thirty online training & information sessions

Join us at 15.30 to 16.00 on Thursday afternoons, throughout the school term, to find out how a wide range of assistive technologies are used to support learning and communication in mainstream and special educational settings.

Who should attend? Our training sessions are suitable for teachers, SENCOs, school SEND teams, TAs, Speech and Language Therapists, Occupational Therapists, parents and carers supporting children and young people using assistive technology to access the curriculum and/or to communicate.

Thursday Thirty Training – CENMAC, including:

- → **Supporting children and young people with our Top Ten Free Apps!** 19 November 2026, 15.30–16.00. Reserve your place
- → **Overcoming Barriers to Reading with Assistive Technology** 14 January 2027, 15.30–16.00. Reserve your place
- → **Overcoming Barriers to Writing with Assistive Technology** 21 January 2027, 15.30–16.00. Reserve your place

The RISE Partnership Council for Disabled Children

Wed 25 November, 14:00–16:30

RISE training: SEND in the Early Years

There are still several places available for this Council for Disabled Children (CDC) training. The session provides an overview of the early years policy context, legislation and what this means for disabled children and those with special educational needs. It then explores some of the key barriers to supporting early identification, ensuring access to early years education, and fostering inclusion, while highlighting effective practices currently making a positive impact.

This training is for practitioners, managers and strategic leaders from multi-agency partners working across the SEND system. Questions: RISE@ncb.org.uk

- → Register for the training here

IASS Network



Open access online learning: The Equality Act 2010 – Disability duties in schools

We are delighted to announce the launch of our open access online learning course that focuses on the disability duties in the Equality Act 2010.

The modular learning course aims to help you to support children, young people and their families as well as schools, settings and services, in relation to the duties. It draws on tribunal cases to consider some common problems, as well as providing a focus on behaviour and disability discrimination.

The learning content draws on the Council for Disabled Children booklet Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do.

→ Access the learning here

British Dyslexia Association



Online on Zoom · Tuesday 24 November 2026

Community Event: Online Peer Support Group – Adults

Join our free online dyslexia community get-together for adults with dyslexia.

Book now

SOS!SEN Moor House Institute

Online via Microsoft Teams · Thursday 26 November, 6.30–7.30pm

Could it be language? Recognising and supporting DLD (Developmental Language Disorder)

FREE – in celebration of DLD Day. Presented by Sue Marr, Specialist Teacher & Trainer, Moor House Institute

As a parent or carer, it can be difficult to identify the reasons behind your child's struggles at home, in school, or with friendships. **Could language be at the heart of these difficulties?** This session introduces **Developmental Language Disorder (DLD)**, a surprisingly common but often overlooked language difficulty, and shares practical ways to support your child.

What you'll learn

- **Recognise the common signs of DLD:** find out what DLD can look like in children and young people, from following instructions to finding the right words, and how it differs from typical language development.
- **Understand the impact on everyday life:** see how language difficulties can affect learning, behaviour, friendships and confidence, at home and at school.
- **Practical strategies for home:** take away simple, realistic ideas you can use in everyday routines to support your child's language development.
- **Advocate with confidence:** feel better prepared to speak up for your child and work with school and education settings to secure the right support.

Whether you're a parent, carer or someone who works with children and young people, this session is a free opportunity to learn more, ask questions and gain a better understanding of how language difficulties can affect everyday life. Because when we understand language, we can better understand the child.

Book your place

---

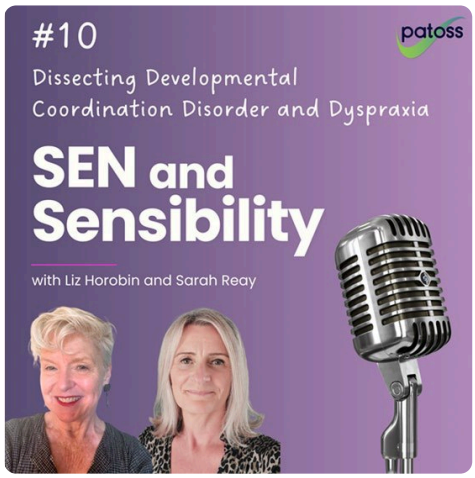
nasen



Dates for your Diary

In this edition, you will find: online webinars, Specialist Spotlight sessions and National Professional Development Groups.

Patoss podcast
SEN and Sensibility



#10 Dissecting Developmental Coordination Disorder and Dyspraxia

How does Developmental Coordination Disorder affect life from the classroom to the workplace?

Join Sarah, Liz, and three expert guests, Amanda Kirby, Anna Barnett, and Elizabeth Cordle, as they explore diagnosis, hidden everyday challenges and the impact on learning, confidence and wellbeing.

Hear practical ideas for inclusive education, workplace adjustments and person-centred support at every stage of life.

Find us on the website or on Spotify!

Patoss podcast
SEN and Sensibility



#11 Pen, Pencil or Keyboard? Helping every child find their way to write

In this episode, Liz Horobin and Sarah Reay are joined by experts from the UK National Handwriting Association, Melissa Prunty, Emma Sumner, and Michelle Stone, to explore the complex relationship between handwriting, typing and effective written communication.

The discussion considers the renewed focus on handwriting in schools, how children develop fluent and legible writing, and why teaching approaches vary so widely. The panel examines handwriting readiness, printed versus joined styles, the role of practice and occupational therapy, and the importance of listening to pupils when deciding what support works best.

They also challenge the use of “pen licences”, explore the emotional impact of handwriting difficulties, and ask whether typing really is a simple alternative. With practical insights for teachers, SENCOs, occupational therapists and families, this episode makes the case for an inclusive, evidence-informed approach that equips every child with a flexible “literacy toolbox” for writing by hand, typing and using other forms of support.

Find us on the Patoss website, or on Spotify!

Nessy



Recording: Nessy Character Draw Along Event – YouTube

Ever wondered how your child’s favourite Nessy characters came to life? In this session, Nessy’s Creative Director, Tom Plant, hosts a live, interactive draw-along! Grab your paper, pencils and pens and draw along with Tom!

IDL

Introducing our friends at the SEN in Ten Podcast



You might have spotted the SEN in Ten Nook sensory pods at our stand at the Tes SEND Show over the years. If you haven't, SEN in Ten brings together leading voices in SEND, literacy, neurodiversity and inclusive education through short, engaging podcast episodes that are just 10 minutes long!

SEN in Ten is proud to welcome Dr Sarah Moseley and Ginny Bootman as guest hosts, bringing a wealth of expertise and passion to the podcast's mission of delivering concise yet powerful content on Special Educational Needs (SEN).

You can listen on Spotify, Apple Podcasts and Amazon Podcasts, as well as directly on the SEN in Ten website: lnkd.in/e5fwPVrR

We recorded lots of brand-new episodes at the Tes SEND Show 2026, so keep an ear out for them being released soon! Find out more about SEN in Ten: lnkd.in/eugHiXGw

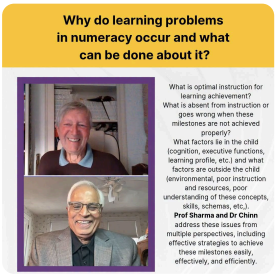
TextAid by ReadSpeaker



How does TextAid support people who have dyslexia

We have created this special webinar recording, which means you can explore this great solution in the time and space that work for you.

Dyscalculia Network



Why do learning problems in numeracy occur and what can be done about it?

If you didn't have a chance to attend the brilliant webinar with Prof. Mahesh Sharma and Dr. Steve Chinn on 14th October, then it isn't too late!

→ View the recording

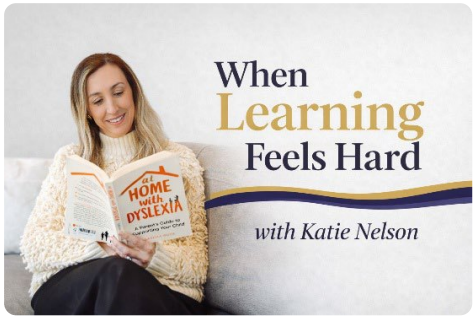
→ See also: Video Archives – Dyscalculia Network

Adult Dyslexia Centre

Check out the new Adult Dyslexia Centre YouTube Channel

Webinars from the ANND network, including sessions on Access to Work, assessments and inspirational stories: Adult Dyslexia Centre (ADC) – YouTube. ADC will be adding videos designed to inform you of different aspects of dyslexia and neurodiversity. The latest 3 videos are Understanding Dyslexia, Dyscalculia and Dyspraxia.

When Learning Feels Hard with Katie Nelson



"I'm just bad at it"

Have you ever heard your child say something like… "I'm stupid." "I'm rubbish at maths." "Everyone else can do it except me."

As a parent, those words can be incredibly difficult to hear.

Our instinct is often to jump straight in with reassurance. To tell them they're clever, that they're capable, that they just need to keep trying. But sometimes, we need to understand what's sitting underneath those words first.

In the latest episode of When Learning Feels Hard, I'm exploring something I see regularly in my work with children and families. What happens when learning difficulties begin to affect a child's confidence and the way they see themselves? Children often notice the differences between themselves and their peers much earlier than we realise. And over time, "this is difficult for me" can quietly become "I'm bad at this."

In this episode, I explore:

- Why repeated difficulties with reading, writing or maths can affect confidence
- How dyslexia, dyscalculia and maths anxiety can influence the way children see themselves
- Why avoidance, rushing, frustration or saying "I don't care" may be telling us something important
- How to respond when your child talks negatively about their abilities
- Why listening and understanding can be more helpful than immediately trying to fix the problem
- How to help children separate what they find difficult from who they believe they are

If your child is beginning to lose confidence in their learning, I hope this episode helps you approach those conversations with greater understanding and reassurance. Because finding something difficult doesn't mean a child isn't capable. And protecting their confidence doesn't mean pretending those difficulties aren't there.

→ Listen on Spotify

→ Listen on YouTube

Looking for more support? Inside our Parent Hub, you'll find practical resources, specialist guidance, Coffee & Clarity sessions and opportunities to ask questions, all

designed to help you better understand your child and their learning. You can explore the Parent Hub here!

Remember, difficulty is information. And when a child says, “I’m just bad at it,” there’s often much more underneath those words. *Katie*

Genio



Genio Notes vs Microsoft OneNote

Mainstream tools like Microsoft OneNote can look similar to specialist assistive technology on paper, but feature labels alone don’t make a reasonable adjustment.

In this recorded session, we put Genio Notes and OneNote side by side against six standards a note-taking tool must meet in live lectures and seminars: availability, fidelity, integration, navigability, retention and operability.

Ideal for needs assessors, DSA practitioners and disability advisers, the recording shows exactly what each tool can and cannot do for the students you support. Watch at a time that suits you, then request your CPD certificate from the recording page.

- → Watch now
- → Genio Notes: The Evidence Base – read now
- → Feature Focus: Quick Actions – learn more

05

Resources & Offers

Free downloads, guides, books and support for home and school

IDL

Brand New Halloween Worksheets



Here at IDL, we’ve been hard at work creating something special for our schools to get them into the spooky spirit. Our new Halloween themed worksheets are the perfect way to help engage your pupils and assist in improving independent problem-solving skills.

Perfect for both home learning and classroom activities, these worksheets combine learning with seasonal fun. They provide teachers with valuable insight into pupil understanding and offer a visual, accessible learning experience that can be enjoyed by pupils of all abilities and learning styles.

View our spooky worksheets

Danielle Deery
Dyslexia Specialist



Danielle Deery, Dyslexia Specialist: partnering with schools, employers and families to deliver evidence-based diagnostic and support services.

Thinking about transition to secondary school?

The move to secondary school is a significant transition for every child: new building, new teachers, new routines. For a dyslexic child, that transition often comes with additional questions worth asking early, so the right support is in place from day one.

Here are some helpful questions to raise with the school:

- What reasonable adjustments can be put in place across different subjects?
- Does my child have access to a coloured overlay, laptop, or other assistive tools, if needed?
- How is my child's dyslexia profile communicated?
- Who is my main point of contact, e.g. SENCO, form tutor or learning support team?
- How often will progress and support be reviewed?
- Will the new school liaise with the primary school to understand your child's needs, strengths and difficulties?
- How does the school support a child's confidence and self-esteem alongside their academic needs?
- What is the process for exam access arrangements, should they be required?

Kluppy

Online Typing Course | Learn Touch Typing with AI – Kluppy

Kluppy is an online touch-typing course for children and young people aged 6 to 18, used by schools. Pupils learn step by step, starting with where to place their fingers on the keyboard, through short lessons that adapt to each child's pace and level, with levels and rewards that help keep them motivated. It runs in the browser on computers and Chromebooks, with nothing to install and no adverts.

Kluppy is not designed specifically for dyslexia, but for some pupils touch typing can make writing easier and less tiring: it reduces the physical effort of handwriting, makes editing simpler and opens the door to tools such as spellcheck and text-to-speech. Families can try the first levels free of charge, with no card required.

Two free resources may also be useful for parents and teachers:

→ Touch typing for dyslexia and dyspraxia, a UK guide for parents and SENCOs. It explains when typing can help, how SEND support works in school and how to practise in short, accuracy-first sessions.

→ A free typing test for children, with no sign-up, that shows words per minute and accuracy.

Listening Books

New posters, leaflets and bookmarks about the Listening Books service

Find out what is on offer and how people can join for the paid service, or how to get a free membership.

Who are Listening Books?

We are a UK charity providing access to a wide range of audiobooks.

What we can offer

- Thousands of fantastic audiobooks for all ages and interests, including education audiobooks and set texts for Key Stage 2 to A-Level
- Access to daily newspapers and magazines from around the world in a variety of languages; you are able to zoom in on articles and most have a listen function too!
- A book group, podcast, newsletter, live author interviews and a skill for students taking their Duke of Edinburgh

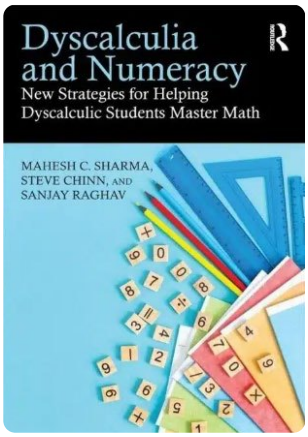
Why are audiobooks great for people with dyslexia?

- Children can listen to the same books that their friends are reading
- They improve access to stories, non fiction, wellbeing and educational titles
- They help build confidence and enjoyment in books
- They can support comprehension and vocabulary development
- They allow users to engage with content independently and at their own pace
- They remove the stress and frustration of trying to decode text, meaning people can enjoy the story!

If you would like some materials, please contact Louise Barling (Membership & PR Manager) at lbarling@listening-books.org.uk

Steve Chinn

Dyscalculia and Numeracy: New Strategies for Helping Dyscalculic Students Master Math



Steve Chinn posted this on LinkedIn about his new book

"Thank you for your responses to our new book: **'Dyscalculia and Numeracy. New Strategies for Helping Dyscalculic Students Master Math'**.

They made me reflect back on my 2021 publication, 'How to Teach Maths' which had the critical sub-title 'Understanding Learners' Needs' which toned down the arrogance factor. Thanks to my co-authors, Mahesh and Sanjay, the new book provides a much broader overview of how to address learning difficulties in maths (or 'math' in the US).

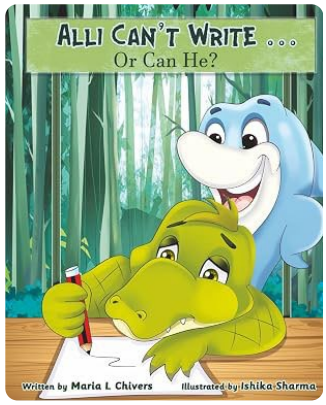
I think my ‘How to’ book focused more on the developmental nature of mathematics and, therefore, the importance of building on secure foundations. I am not surprised that so many students find algebra very challenging, when it seems to come out of nowhere, and makes so many new demands, such as ‘dropping’ the multiplication symbol for ab and a (b + c). The generalising nature (and benefit) of algebra is often overlooked. Learning is often enhanced by reflecting back, and hopefully that ‘reflecting’ is looking back on secure knowledge that is understood and not just memorised (and what is the impact on learners who are asked, or told, to ‘remember this, you will need it’). Mathematics offers learners the support of understanding instead of isolated recall.

I would like to take this opportunity to thank Mahesh Sharma for sharing his deep knowledge and understandings with us all.”

Maria Chivers
Author & Researcher in Neurodiversity

Have you discovered Alli Can’t Write . . . Or Can He?

A Storybook for Children with Handwriting Difficulties including those with Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia & ADHD (Tales from the Everglades)



A story about a young alligator who struggles with handwriting, and discovers that his difficulties have a name: dysgraphia.

The book combines a fun, illustrated story for children with practical information and ideas for parents, teachers and professionals.

What are readers saying? *“This book has been incredibly helpful for both my daughter and me… It helped her feel understood and less alone.”* – Parent review, 2026

If you know a child who struggles with handwriting, Alli may help them realise that they are not alone.

→ Introduction to Dysgraphia | Signs & Support | Dyslexia A2Z

AT Superstore

AT Superstore

Free AT review and Inclusive Mainstream Fund support

Before you spend your **Inclusive Mainstream Fund** allocation, it’s worth knowing what Assistive Technology (AT) you already have and whether it’s working for your pupils. **You’re not alone if it’s been a while since you last reviewed your provision.**

In a DfE-funded study of schools in England, **9 in 10 staff** said their school wasn’t yet getting the full benefit from its AT. That’s why we’re offering a **free review of your AT**

provision. We have a limited number of slots, so don't miss out and request yours today.

We'll help you:

1. Review what you have, including free tools already on your devices
2. Give suggestions on the latest tech from our 200+ product range
3. Provide training for existing and new staff (if required)
4. Evidence against the DfE's 7 principles for your Inclusion Strategy Statement

Book your free 1:1 consultation

No obligation, just a conversation about where your school is with it. Lauren Jeffery

---

WWF UK



New! Happy By Nature Schools Packs

- Classroom poster
- Stickers
- Pupil bookmarks
- Teacher guide
- Certificate signed by Steve Backshall

Engage your pupils with fun, interactive resources that celebrate achievement and inspire children to be Happy By Nature.

Sign up and get your classroom pack

Contact
For families with disabled children

Information for parents ENGLAND — contact For families with disabled children

Resources to help you get support for your child in school

We have a number of factsheets to help families get support for their child in school. They include:

→ Extra support in mainstream school

→ Education, Health and Care needs assessments

→ Education, Health and Care plans

If you're looking for advice, you can submit an enquiry to our helpline team via our webform or call via telephone. Our helpline can be very busy, so we recommend you start by browsing our website.

National Numeracy



Schools – sign up for your free toolkit for supporting children

Schools, homeschools, tutors, volunteers, and anyone supporting children as educators can sign up for free resources: Schools – sign up for Number Confidence Week | National Numeracy

Signing up also gives you access to an online toolkit including:

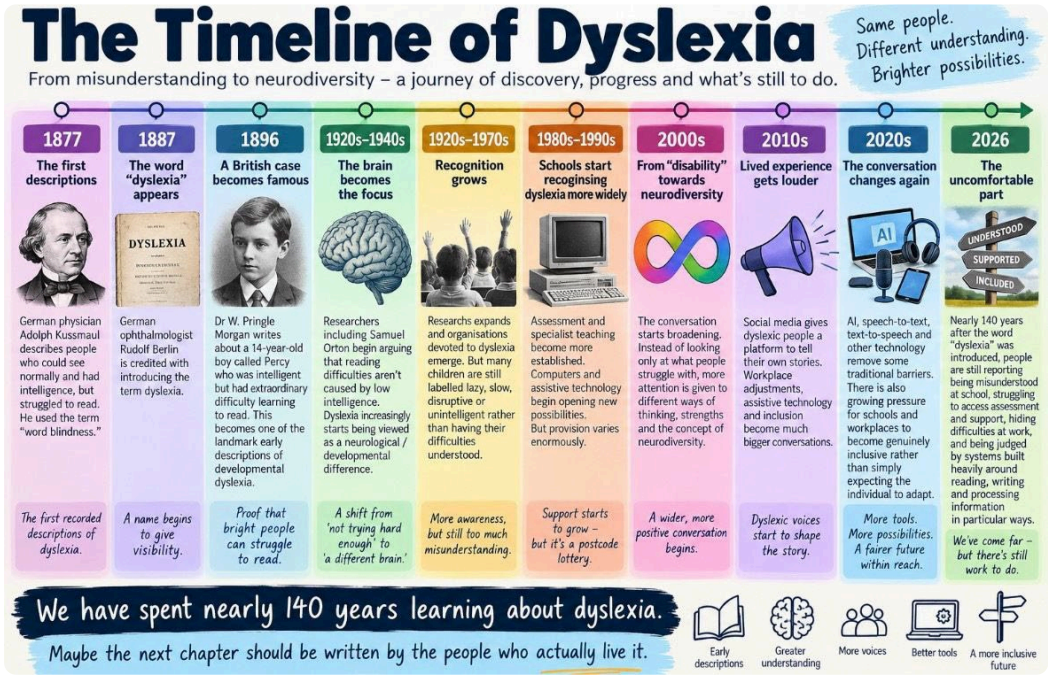
- activities for your class
- promotional resources for your school, such as posters and bunting
- hints and tips for supporting children and parents
- entry for primary schools to our prize draw to win a £150 voucher and Family Maths Scrapbooks for the whole class. See T&Cs.
- entry for secondary schools to our prize draw to win a £300 voucher to support your school with materials. See T&Cs.

Once you're signed up we will email you with a link to your toolkit.

The Timeline of Dyslexia

Same people. Different understanding. Brighter possibilities.

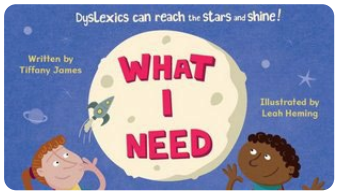
From misunderstanding to neurodiversity: a journey of discovery, progress and what's still to do.



Free Learning Resources – Nessy

Looking for more ways to support your learner? Our resource library is packed with downloadable worksheets, flashcards, teaching videos, and e-books designed to make learning engaging and effective.

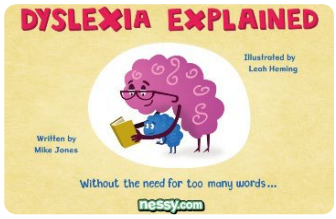
Our e-books are completely free and are a great resource for understanding dyslexia, building self-advocacy, and learning to spell:



What I Need empowers children and parents with the knowledge they need to self-advocate



Improve Your Spelling teaches spelling step-by-step the Nessy way, with fun!



Dyslexia Explained: an easy way for children, parents and educators to understand dyslexia

Expert insights & blog articles

Discover expert advice, practical teaching strategies, and inspiring stories on our blog: Dyslexia, Literacy & Learning Blog | Nessy. See also: 10 Ways to Celebrate Dyslexia Awareness Week in the Classroom.



How to Help Dyslexic Children at Every Age



What Is Explicit Instruction? A Guide for Teachers and Parents



How to Teach a Dyslexic Child to Read | Expert Strategies



Building a Foundation for Lifelong Learning: Why the Right Skills (and Tools) Matter Now



Symbol Resources

Widgit

Wellbeing Pack

A fluttery tummy? Racing thoughts? Sometimes our bodies have a lot to say… Developed with Educational Psychologist Dr Jerricah Holder, our Wellbeing Pack uses symbol-supported books and activities to help young people make sense of their feelings and explore ways to look after themselves, from recognising body signals and emotions to building resilience, practising mindfulness and knowing who to turn to for support. **Download free**

Mental Health Awareness

We know what to do with bumps, bruises and poorly tummies. But what about when it's our minds that need a little care? Our free symbol-supported poster helps open up conversations and reminds children that looking after their mental health is just as important as looking after their physical health. **Download free**

Feelings and Emotions Charts

Happy, sad, excited, frustrated…and sometimes a bit of everything at once! Feelings aren't always easy to put into words. Our Feelings and Emotions Charts give young people a visual way to express themselves. Try the Feelings Fans for quick daily check-ins or use the Feelings Chart to help them make sense of their emotions and share what's going on inside. **Download free**

The Incredible 5-Point Scale

Is it a little feeling, a BIG feeling or somewhere in between? The 'Incredible 5-Point Scale' by Kari Dunn Buron helps learners understand the intensity of their emotions, recognise how these might affect their behaviour and explore ways to manage them. **Download free**

Emotions: How Am I Feeling?

When 'How are you feeling?' is met with a shrug, sometimes a visual is all you need to get the conversation started. Our free 'Emotions: How Am I Feeling?' resource includes 10 symbol-supported emotion cards and a matching mind map, helping children identify their emotions and share how they're feeling in a way that works for them. **Download free**



Ready-made autumn-themed resources

- Celebrate the beauty of **autumn** with 29 fun-filled activities. From colourful worksheets and wall displays to seasonal stories and crafts, there's plenty to enjoy this season. Download free
- Our **Halloween Pack** has a few new treats! Packed with spooky games, stories and creative activities, it now includes communication cards, bucket symbols and lanyards to help everyone join in the trick-or-treating fun. Download free
- Help children understand what to expect at **Halloween**, including dressing up, trick-or-treating and the excitement of the celebrations. Now updated with new communication resources to help them feel more prepared and supported. Download free
- Get carving! This free download has 8 fun **carving templates** with Widgit Symbols and easy instructions, great for creative fun at home or school. Download free
- Remember, remember! Our updated **Bonfire Night Pack** is bursting with activities to explore the Gunpowder Plot, firework safety and seasonal celebrations. Discover symbol-supported stories, puzzles, creative writing activities and many more. Download free
- A symbol-supported guide to **Bonfire Night**, helping children understand what to expect from fireworks, sparklers and the celebrations, while encouraging them to enjoy the occasion safely. Download free

---

Witherslack Group



Understanding ADHD Support Pack

A free support pack to help families and educators understand ADHD.

Helen Arkell Dyslexia Charity

Our essential dyslexia course for parents

Hints, **E**ncouragement and **L**iaison for **P**arents or **HELP!** is **a unique dyslexia course for parents of children with the learning difficulty**. Discover ways to support your child and help them learn to learn. This is a downloadable online course, available to watch at home in your own time.

Whether your child has just had a dyslexia assessment and diagnosis or whether you just want to be able to help them at home, this practical, comprehensive course will help.

Develop your understanding of the many advantages and challenges that can face learners both at home and at school. The whole course offers a broad understanding of dyslexia, the impact of it in school, at home and on your child as well as specific areas of support. Alternatively, you may choose to concentrate on one or two areas of support at a time and purchase the relevant sessions.

The course is presented by Helen Barrett who is a specialist dyslexia assessor and teacher, and tutor on our professional courses.

Join us and discover a different way of learning

This dyslexia course for parents provides strategies, tips and ideas on the following (book one or more sessions):

- Introduction to dyslexia and Specific Learning Difficulties (SpLDs)
- Working effectively with your child's school
- Talking to your child about dyslexia and keeping their self-esteem high
- Understanding how your child learns best, study skills and helping with homework
- Supporting your child's reading, spelling, writing and maths

→ Full details: HELP! Dyslexia Course for Parents

06

Dyslexia Stories

Lived experience, in people's own words

Arran Smith
5 October 2026



Dyslexia doesn't stop when you leave school

Arran Smith, Neurodiversity & Dyslexia Thought Leader | Driving Understanding in Education, Business & Life | Chief Visionary | Head of Business Strategy and Development | Coach, Consultant, Speaker & NED

Here in the UK, Dyslexia Awareness Week has started. It is a week when we spend more time talking about dyslexia, challenging misconceptions and trying to improve understanding of something that is still misunderstood and, in too many places, still not properly supported.

This year's theme, **"Dyslexia in real life: At work"**, focuses on dyslexic adults and their experiences in the workplace. For me, that is an important conversation. We absolutely still need to campaign for better identification, understanding and support for dyslexic children, both here in the UK and around the world. But dyslexia doesn't finish when you leave school. You don't suddenly become non-dyslexic when you collect your exam results or walk into your first job.

As a dyslexic adult, I know that only too well. Dyslexia has created barriers throughout my life, but it has also shaped my thinking, my strengths and the different perspectives I bring to what I do. Understanding that whole experience matters.

Growing up dyslexic

When I was nine years old and my parents told me I was dyslexic, I remember being excited. I was different, and at that age there was something quite exciting about being told that. Then I began to understand what that difference meant in everyday life.

It helped explain why I found reading difficult, why communicating what was in my head could be a challenge and why remembering things such as times tables felt so difficult. It also helped me make sense of some of the experiences I was having at school, including being laughed at for not knowing something that other people seemed to find easy.

Those experiences can influence how you see yourself. When something takes you longer, or you repeatedly need help with a task that others describe as simple, it can affect your confidence. As you get older, the situations change, but the impact doesn't necessarily disappear.

Dyslexia in adult life

When I left school and entered the workplace, I had to find ways of communicating and working in environments that were rarely designed for somebody like me.

Writing something that somebody else could understand could be incredibly difficult. I knew what I wanted to say, but getting it out of my head and into a clear written message was another matter.

Today, the technology is completely different. I can sit with my phone and dictate my thoughts into AI, using it to help organise my ideas, structure my planning and turn what I am saying into communication that somebody else can read. When I think about the tools I started with and what I can now do from my phone, that change is extraordinary.

Technology hasn't taken away my dyslexia. It has helped remove some of the barriers between what I am thinking and my ability to communicate it. That is why assistive technology and AI are such important parts of my everyday life.

Why I am comfortable describing my dyslexia as a disability

I know people have different views about the word disability. Some prefer to talk about a difference, a learning difference or simply dyslexia. Personally, I am comfortable recognising that my dyslexia can be disabling. That doesn't mean I believe there is something wrong with me; it means I recognise the barriers I experience and the support I need.

For me, those barriers are often found in ordinary situations. It might be standing in a shop trying to read the words inside a birthday card before buying it for my wife. It might be spending 15 minutes decoding the instructions on a food packet, trying to work out which information comes first when there are different directions for defrosting, cooking on the hob or using the microwave.

In the workplace, it might be reading an email, filling in a form, applying for a job or writing a report. These are everyday activities, but that doesn't mean they are straightforward for everybody. When we overlook that, we can also overlook the need for accessible information, appropriate tools and practical support.

Recognising disability and recognising strengths can sit alongside each other. I don't have to ignore the difficulties to value how I think, and I don't have to ignore my strengths to explain why I need support.

The barriers and the strengths

Some of the differences that have created difficulties throughout my life are also connected to the ways I approach problems and opportunities. I see connections, develop ideas, question assumptions and look at things from different perspectives. When one route doesn't work, I will often explore another.

I am talking here about my own experience. Dyslexic people are individuals, and we won't all have the same strengths, difficulties or ways of working. That is why understanding the person matters more than making assumptions about a label.

At difficult points in my life, dyslexia has felt like a barrier and sometimes even a curse. But it has also contributed to skills, strengths and perspectives that have shaped who I am. Both things can be true, and I want us to make room for that honest conversation.

October is about more than one awareness week

There is a lot happening this month. Alongside Dyslexia Awareness Week and the wider recognition of Dyslexia Awareness Month, 5 October is International Dysgraphia Awareness Day, and October is also ADHD Awareness Month. Here in the UK, Baby Loss Awareness Week runs from 9 to 15 October, creating space to remember babies who have died and support those affected by pregnancy and baby loss.

These awareness occasions have different purposes, but each creates an opportunity to listen, learn and recognise experiences that may otherwise remain unseen. Some of these conversations are deeply personal, and they deserve care and understanding.

For me, awareness should be a starting point. It needs to lead to better understanding, practical support and opportunities for people to feel empowered in their lives. Raising awareness matters, but what we do with that awareness matters too.

Seeing things differently

Over the last 12 months, I have spent a huge amount of time developing what has become **See Differently. A Visionary Studio.** At its centre is a simple idea: **Different perspectives. Stronger understanding.**

For me, this means taking the time to understand a person or situation, challenging assumptions, exploring what could be different and then acting on what we learn. It

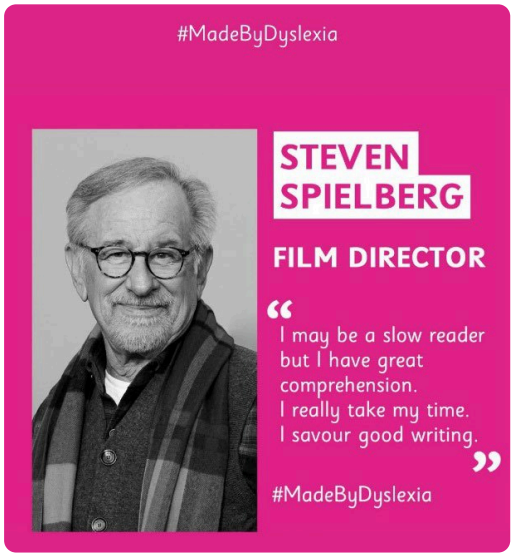
means recognising difficulties without allowing them to become the whole story, while also recognising strengths without pretending the barriers don't exist.

Through See Differently, I am bringing together lived experience, knowledge, technology and practical thinking to support people across business, education and life. That feels particularly relevant as we begin a week focused on the real experiences of dyslexic adults.

There is lots happening this week across the work I am involved with, including conversations, webinars, content and opportunities to get involved. I am looking forward to sharing more, hearing other people's experiences and exploring what stronger understanding could change.

Dyslexic children grow into dyslexic adults. We become employees, managers, business owners, parents, teachers, leaders and entrepreneurs. We can still experience barriers and need support, while also bringing valuable ideas, experiences and perspectives to the table.

This week, I hope we can talk about the whole experience of living with dyslexia. Stronger understanding starts when we listen to people and are prepared to see differently.





Archbishop of Canterbury



Archbishop Sarah's General Synod address on Affirming Neurodiversity in the Church

Sarah Mullally, the first woman Archbishop of Canterbury, speaking openly about her dyslexia. The address included the following:

“I am someone with dyslexia. In my life, I have had to face the views of those who thought that I wouldn’t amount to much. I struggled at school at a time when we were given very little support, and therefore very little opportunity to help me to understand how I could overcome the challenges that dyslexia presented me.

I am still aware that words and names run off the page like water. I have to say that there are certain words that create great problems for me: Is it prostrate or prostate? I have learnt, however, and it wasn’t an easy journey. I have learnt that I am made in the image of God, and that I am called as somebody who is dyslexic, not despite dyslexia, and sometimes because of dyslexia.

And I now speak more regularly about my dyslexia because I hope that by sharing my own experiences, I might offer some encouragement that we are a church of all kinds of people.

Neurodiversity is not a problem to be solved within the church, but it is a gift. It is important that neurodivergent people within our church are not only functioning but flourishing. And in order to enable that, we must prioritise our learning and our listening.”



→ Video of the Archbishop of Canterbury talking about her dyslexia

British Dyslexia Association

Read more stories

→ Your Stories – British Dyslexia Association

→ Share your dyslexia story here

07

. . . and finally

National Geographic Kids

Funny Halloween jokes for kids

Get ready for spooky season with these Halloween jokes! Grab a frightfully delicious snack, brush up on your Halloween history, then get ready to startle your mates with

these glorious gags...

What's a monster's favourite game?
Hide and *shriek*!

Why did the vampire go to the doctor?
She couldn't stop *coffin*!

What do birds say on Halloween?
Trick or *tweet*!

What does a ghost panda eat?
Bam-*BOO*!

What type of music do mummies like?
Wrap!

Why didn't the skeleton go to the party?
They had no body to go with!

Where do spirits post letters?
At the *ghost* office!

Why didn't the zombie go to school?
He felt rotten!

Why are vampires terrible at cricket?
Their bats fly away!

Why are ghosts bad liars?
You can see right through them!

Where do zombies go on holiday?
The Dead Sea!

Why didn't the skeleton take any chances?
They didn't have the guts!

What do owls say when they go trick or treating?
Happy *Owl*-oween!

What's a monster's favourite dessert?
Ice *scream*!

What happens to witches who break school rules?
They get ex-*spelled*!

Why didn't the scarecrow finish dinner?
It was already stuffed!

What do demons eat for breakfast?
Devilled eggs!

What's the spookiest piece of cutlery?
A spooooooooooon!

How do vampires keep fit?
They play *bat*-minton!

What's a ghost's favourite food?
Boo-berries!

Reader's Digest

205 Funny Halloween Jokes for Kids and Adults in 2026





CBBC



Halloween on CBBC – BBC

Welcome monsters, ghosts and ghouls, to Halloween 2026! Frightfully fun content, from the best decorations, costumes and food, to games and quizzes that are sure to be all treats, no tricks!

BECOME A MEMBER

Join us as the voice of dyslexic people

Become a member of Yorkshire Rose Dyslexia. Your support enables us to provide free information, training and advice. Members get:

- Our Members Support Group on Facebook
- Our Parents Support Group on WhatsApp
- Exclusive Member Events, Discounts & Offers

Family £16/year · Senior £10/year

All memberships are for the family, not an individual. Fees are paid by Direct Debit and can be cancelled at any time.

Become a member

Yorkshire Rose Dyslexia

Get in touch

Helpline: 0113 856 2240 · helpline@yrd.org.uk
yorkshirerosedyslexia.org.uk · Facebook · X
Events calendar · Tutors & Assessors Directory