

Dyslexia Action

Training and Professional Development



LITERACY SPECIALISTS • TEACHERS • ASSESSORS

Dear Guild Member,

New Guild Identity - We were pleased to announce the winning design of our Dyslexia Guild Logo poll in the Dyslexia Review Autumn/Winter 2017 issue*. We are thrilled to have a specific identity for The Dyslexia Guild and going forward we will provide members with guidelines and permissions on how they may use the Guild logo in their work setting.

The Dyslexia Guild is now a part of Real Group Ltd who are keen for the membership organisation to continue to grow and flourish under their care. Whilst we are very sorry to see the end of the charitable arm of Dyslexia Action, the name has been retained and will continue as a training provider for UK and international professionals. We look forward to new initiatives and new challenges in the year ahead but always with a view to supporting specialist teachers, assessors and support staff in the valuable work they do.

Dyslexia Action Training and the Dyslexia Action Shop continue to trade.

*Electronic copies of all issues of Dyslexia Review are available on the Guild members web portal area

A new look for the Dyslexia Action Website in 2018

The Dyslexia Action website has been redesigned to better reflect our work as a leading training provider. We hope that you will find it easy to navigate and find what you need. Dyslexia Action Training has been delivering training programmes in dyslexia/SpLD for over 40 years. Our courses are accredited by the British Accreditation Council (BAC), the CPD Standards Office for short

courses, SpLD Assessment Standards (SASC) short courses for qualified SpLD staff, and Middlesex University for our postgraduate professional programmes.

Do not forget to clear your caches and reset your bookmarks to ensure you always access our most [current web pages](#)

Member's Directory

Members can elect to have contact details such as **email**, **phone number** and **Post Code** appear in their listing on the Directory. If you would like to have these or just one of those details shown, please send your details to guild@dyslexiaaction.org.uk It is a great way to advertise your services to parents, employers or anyone looking for either specialist tuition or full dyslexia/SpLD assessment.

If you are not listed and would like to be, please contact the Guild

Administrator: guild@dyslexiaaction.org.uk

Dyslexia Guild Summer Conference

Our [summer conference](#) will be held on **28 June 2018** at Aston University, Birmingham so save the date in your diary. We will have the usual mix of topical keynote speakers, breakout sessions, comprehensive exhibition stands, and the chance to network with your peers and experts from Dyslexia Action and Real Training.

There will also be an opportunity to book for a seminar, dinner and accommodation on Wednesday 27 June. Further information will be provided during February at www.dyslexiaaction.org.uk/da-guild/



APC Moderation Panel Assessors

The Dyslexia Guild would like to hear from Members (MDG) or Fellows (FDG) who have a current Assessment Practising Certificate, have held an APC for at least six years, and who are interested in becoming APC Assessors for the Dyslexia Guild. APC Assessors work on a freelance paid basis for the Guild and undertake assessment of APC submissions made by our members. Interested candidates should be experienced specialist teacher assessors with a broad range of assessment experience as well as recent and relevant continuing professional development.

In the first instance, applications of interest with a current Curriculum Vitae should be sent to: Kathryn Benzine, Head of Education and Training. Email: kbenzine@dyslexiaaction.org.uk

Continuing Professional Development Courses



All Dyslexia Guild members are encouraged to undertake regular professional development to improve their personal practice and are expected to undertake, as **a minimum**, 30 hours of CPD a year. You will find a useful sheet of what counts as CPD on the Guild members website under the CPD section. Alternatively why not register for one of our short course units starting in March, May or July, click [here](#) for further information.

Training in Access Arrangements for Support Staff - online May 2018

This course provides a journey through the legislative context, the whole school approach and roles and timings critical to the process. The [Joint Council for Qualifications](#) (JCQ) [regulations](#) and processes are explored and reviewed.

[More details here](#)

Becoming a Specialist Teacher

Dyslexia Action offers two routes to becoming a specialist teacher at Level 5 or at Level 7. With start dates throughout the year, this is a flexible way to gain an SpLD qualification that is highly regarded. [More details can be found here](#)

Becoming a Specialist Assessor

Professional Certificate in Assessment Practice for Dyslexia and Literacy - online April and September 2018

This Specialist Assessor course is only available to those individuals who already hold a Specialist Teaching qualification such as the Dyslexia Action Level 7 Certificate in Structured Teaching Intervention, Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy, OCR Level 5 (with ATS) or other BDA accredited courses.

[More details here](#)

Specialist SpLD Teacher refresher course

We will shortly be launching a new Specialist Teacher refresher literacy programme course, for qualified specialist teachers, which should be available in the spring of 2018. If you would like to register your interest to receive details on this course when available please email trainingcourses@dyslexiaaction.org.uk

APC holders and DSA reports - New guidelines from SpLD Assessment Standards Committee



All those holding current APCs and writing reports for DSA should be advised that the Student Loans Company will be checking reports produced from 1st January 2018 to assure they follow the revised guidance noted below.

SASC has issued new guidance to clarify the position on best practice in the following:

- [Revised declaration to be used on all reports from 1 January 2018](#)
 - To support this the [Diagnostic Report Proforma](#) has been updated and is downloadable from the SASC website.
- [Conducting tests used in diagnostic assessments.](#) Relating to:
 - A third party conducting tests
 - Assessors Collaborating in Conducting Assessments
 - Trainees carrying out assessments.
- [Trainees writing reports – specific conditions to be met.](#)

Please consult the SASC website for further information: www.sasc.org.uk

PIRLS Report ranks England high in reading and literacy

The Progress in International Reading Literacy Study (PIRLS) ranks England joint eighth out of 50 countries, and among the highest performing countries in Europe.

The results mean England's nine-year-olds are significantly better readers than their American, Canadian and Australian counterparts. The study also reveals that while all pupils are making improvements, it is low-performing pupils who have made the greatest progress.

PIRLS is a worldwide research project that takes place every five years to look at trends in children's reading literacy achievement over time.

[Read more here](#)

Tutora's Guides - e-guides for students applying to University

Last year, Tutora conducted a survey with 6th Form and college students from across the UK about the ease of the university application process. The results were poor, despite the UCAS site appearing to make the process smooth, over 80% of the students said they found the process difficult, stressful, and took their focus away from their actual exams.

Collaborating with The Mental Health Foundation, Tutora have just published a **University Applications Guide** aimed at helping all of these students, and ultimately allowing them to focus on what matters most - learning during such a critical school year and maintaining good mental health. They worked with many universities to produce the guide, from Oxford and Cambridge to Huddersfield.

[More on this story here](#)

Spots in eye has link with dyslexia

A French study has found that most people with dyslexia had dominant round spots in both eyes, leading to blurring and confusion. UK experts said the research was "very exciting" and highlighted the link between vision and dyslexia, but also said that not all people with dyslexia were likely to have the same problem.

In the University of Rennes study, published in the journal *Proceedings of the Royal Society B*, scientists looked into the eyes of 30 non-dyslexics and 30 dyslexics. They discovered differences in the shape of spots deep in the eye where red, green and blue cones - responsible for colour - are located.

Prof John Stein, dyslexia expert and emeritus professor in neuroscience at the University of Oxford, said having a dominant spot in one eye meant there were better connections between the two sides of the brain and therefore clearer vision.

He said the study was "really interesting" because it stressed the importance of eye dominance in reading.

[More on this story here](#)

Neurodiverse Voices: Opening doors to employment



A ground-breaking report has been launched in January by the Westminster AchieveAbility Commission (WAC) and then released into the public domain. Over the period of a year, WAC has gathered evidence on systemic barriers to employment for millions of potential employees who are neurodivergent (i.e. dyslexic, dyspraxic, autistic and/or with Attention Deficit Disorder).

This significant study from the Westminster AchieveAbility Commission on Recruitment is aligned with the governments stated aim of increasing the number of people with disabilities in employment, set out in the Improving Lives Green Paper (2016) and Command Paper (2017).

The resulting data has highlighted a widespread lack of awareness, failures in government support and workplace discrimination - but also many examples of good practice as most neurodivergent people are able and skilled - it is recruitment processes that disable them.

[Read more at Achieveability](#)



Reading Challenge increase in participants

The 2017 Summer Reading Challenge saw an increase in numbers taking part, a total of 761,758 children from across the UK took part – an increase of 6,550 from 2016.

Every year children are encouraged to read regularly during their summer holidays through the project. The aim is to ensure they do not slip backwards in their reading levels due to lack of activity over the summer vacation. Those taking part are encouraged to read six books borrowed from the library. The challenge has been running since 1999 and millions of children have participated.

Reading Agency CEO Sue Wilkins said: "Reading for pleasure is a more important determinant of children's educational success than their family's socio-economic status which is why we work with our public library partners to open up reading to everyone."

The *Beano* has been signed up for next year's Summer Reading Agency as part of celebrations to mark the comic's 80th anniversary.

[Find out more here](#)

Tickling the brain improves memory

Tickling the brain with low-intensity electrical stimulation in a specific area can improve verbal short-term memory. Mayo Clinic researchers report their findings in *Brain: A Journal of Neurology*.

The researchers found word recall was enhanced with stimulation of the brain's lateral temporal cortex, the regions on the sides of the head by the temples and ears. Patients recalled more words from a previously viewed list when low-amplitude electrical stimulation was delivered to the brain. One patient reported that it was easier to picture the words in his mind for remembering.

"The most exciting finding of this research is that our memory for language information can be improved by directly stimulating this underexplored brain area," says Michal Kucewicz, Ph.D., a Mayo Clinic researcher in the Department of Neurology and co-first author. Dr. Kucewicz compares the stimulation to "tickling" the brain.

[More details from the Mayo Clinic here](#)

Neurodiverse Oxford Graduate describes her learning experiences

Kaiya Stone is a comedian and artist who graduated from Oxford University with a degree in classics, and she has three SpLD conditions, which she uses the term 'neurodiversity' to describe. If you've never heard of it, don't panic – 'It's a sort of relatively new term,' Kaiya tells Metro.co.uk.

Neurodiversity is an umbrella term that encapsulates learning difficulties like dyslexia, ADHD, autism, Asperger's and dyspraxia, and it's been coined as a term in a bid to make the way we talk about these conditions more positive. 'The language already in place can be quite negative and medicalising,' Kaiya explains. 'Neurodiversity is quite an empowering way to discuss the way our brains work, by concentrating on the diversity and breadth of the skills, advantages and disabilities.'

Kaiya was diagnosed with all three conditions quite late – when she was reading Classics at university.

'I was sitting my first set of exams at Oxford and failed one of them,' she says. 'It was a translation exam and I remember translating in the wrong language. No one was expecting me to fail so after that, I think my tutors had their eyes on me. At the end of the term, one said that my working in another language showed clear signs of dyslexia – getting letters wrong; I was making the sort of mistakes that a young child might make when learning English. 'My coping mechanisms weren't as strong as they usually were because I was studying a new language from scratch. So, I was recommended to visit the learning disabilities services.'

[Read more](#)

Neurodiverse individuals have critical skills needed for cybersecurity



Neurologically exceptional people, such as those with autism or Asperger syndrome, tend to be disadvantaged by the traditional interview process.

But, if given the opportunity to train and work as cybersecurity professionals, they could prove integral to protecting the data that underpins the digital age. Recognizing the potential of neurological diversity to contribute to strengthening cybersecurity, British Telecom have reframed how they interact with candidates during interviews by encouraging them to talk about their interests, rather than expecting them simply to answer typical questions about their employment goals or to list their strengths and weaknesses. This approach has already been applied with great success by the likes of Microsoft, Amazon, and SAP in the areas of coding and software development, and by the UK's GCHQ intelligence and security organization, one of the country's biggest employers of autistic people. [Read more here](#)

Australia is facing an illiteracy 'crisis'

Sam Page from Early Childhood Australia said educators were reporting students literacy levels were slipping.

'We have a nationwide crisis in literacy but also the major concern is this growing equity gap that we have and there is not a lot of faith in the targeted programs to address that,' Ms Page said.

Australian Literacy and Numeracy Foundation co-founder Mary-Ruth Mendel, said parents needed to start taking more responsibility.

[Read more](#)

Next Issue

Next issue of **Guild Gallery** will be sent out in May 2018

Next issue of **Dyslexia Review** is Spring/Summer 2018 and will be published after Easter