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## Guild Gallery December 2024

Dear julie ann,

We hope your Autumn term has been a fruitful one so far and that you're looking forward to a well deserved break over the festive period.

We've confirmed the date for next year's Dyslexia Guild Conference which will be taking place on **Wednesday 2nd July** - please save this date! We are very excited about our online event that will contain many topics relevant to your professional practice. If you have any suggestions of topics you would like to be included, we'd love to hear from you! Please contact [guild@dyslexiaaction.org.uk](mailto:guild@dyslexiaaction.org.uk).

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**Upcoming courses**

### **Starting 15 January 2025 - CPD Units and Awards**

Units include: Memory Weaknesses, Structured, Cumulative Multisensory Tuition, Reading, Writing, Spelling, Study Skills, Assistive Technology, Numeracy and Dyslexia in Multilingual Settings.

Book by 3 January if you require an invoice upfront, book by 10 January if paying by credit/debit card at time of registration.

[Explore CPD Units and Awards](#)

### **Starting 15 January 2025 - Applying for and Renewing an Assessment Practising Certificate – Online Course**

This short course has been specifically designed to update specialist teachers/assessors on current SASC requirements for dyslexia/SpLD report writing and to meet APC application or renewal criteria.

Book by 3 January if you require an invoice upfront, book by 10 January if paying by credit/debit card at time of registration.

[Find out more](#)

### **Starting 7 January 2025 - SpLD Level 5 Diploma in Specialist Teaching**

This is a unique, online qualification that trains teachers, teaching assistants and support tutors to become qualified specialist SpLD teachers.

Book by 15 December!

[Discover our L5 Diploma](#)

### **Starting 1 April 2025 - SpLD Postgraduate Programme**

Postgraduate Certificate: Specialist Teaching for Literacy-Related Difficulties

Postgraduate Diploma: Specialist Assessment and Teaching for Literacy-Related Difficulties

MEd in Professional Practice in Dyslexia and Literacy

Applications close 2 March.

[Discover our postgraduate programmes](#)

## **New Specialist Teaching Assistant Apprenticeship: Literacy Specialism**

Build on previous knowledge and/or qualifications with this Level 5 Specialist Teaching Assistant apprenticeship focused on literacy. You'll learn how to plan, prepare, deliver and evaluate learning and assessment activities and interventions to support individual, small group and whole class literacy learning.

Suitable for Teaching Assistants (TA), Learning Support Assistants (LSA), or equivalent roles, this programme will enable you to build the knowledge, skills and behaviours to provide specialist literacy support to learners in your setting, in addition to developing core competencies such as overcoming barriers to learning, planning and assessment, communication, and professionalism.



Dyslexia Action Training has co-developed this apprenticeship programme, which will be delivered by our sister company, [Educational and Sporting Futures](#) (ESF), an Ofsted outstanding

apprenticeship provider. The course can be funded by the [apprenticeship levy](#), making it most likely free to your school or setting. Watch the recording of our recent information session via the button below. Please share details with any schools, or Teaching Assistants that you work with.

[Find out more](#)

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## SASC issues guidance for tests including TOD

For those of you who carry out dyslexia assessments, please note new updates for the Autumn on particular tests are available on the SpLD Assessment Standards Committee (SASC) website.

The SpLD Test Evaluation Committee (STEC) has now provided guidance for assessors using the Tests of Dyslexia™ (TOD) [here](#)

DASH/DASH 17+ and DASH 2 Update can be found [here](#).

The latest versions of the test lists produced by STEC can be found [here](#)

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## Changes to MFL teaching

The government changes to Modern Foreign Language Teaching (MFL) came into effect in September 2024. The new subject content stipulates that vocabulary that is not included in a pre-defined vocabulary list cannot feature in assessments, unless they are appropriately glossed, or part of an inference or dictation task. The change gives exam boards more flexibility in designing assessments, and makes the subject content more consistent across languages.

If you are interested in finding out more about these issues and supporting those with dyslexia, why not consider our short courses:

[Level 5 Dyslexia in Multilingual Settings](#)

[Level 4 Developing Spelling Skills in Learners with Dyslexia](#)

[View the government paper consultation response](#)

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## SEND reports from the Nuffield Foundation

A new report on children with SEND was released this Autumn, '[Raising educational outcomes for students with Special Educational Needs and Disabilities](#)', by Jo Van Herwegen et al. (2024), commissioned by the Nuffield Foundation.

Students with special educational needs and disabilities (SEND) have been found to have lower educational outcomes compared to their peers (Tuckett et al., 2021) and many receive additional support.



Beyond universal support through good quality teaching, these students often receive specific support through targeted interventions delivered either in small groups or on a one-to-one basis. These targeted interventions often make use of a named and 'manualised' (i.e., use a published and accessible manual) approach. However, to improve the outcomes of students with SEND, it is critical to identify: (a) which practices are effective and evidence-based; (b) which practices are being implemented in educational settings; and (c) where there are barriers to implementing the effective, evidence-based practices (i.e., a research-to-practice gap). This study addressed each of these.

An [International analysis of SEND policy](#) has also been commissioned and is active between September 2024 and August 2026. This project will examine and compare policies regulating provision for Special Educational Needs and Disabilities (SEND) in the the UK and five other jurisdictions: the Republic of Ireland, Australia, Switzerland, Belgium and Finland. The primary aim of the research is to influence change in SEND policy in England, at a time when the new government is reviewing the 2023 SEND and alternative provision improvement plan.

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## Fewer books and more educational software at home

The home learning environment for 15-year-old students has changed in meaningful ways over the last decade, especially after 2018, according to the Programme for International Student Assessment (PISA) data. The rise of digital technology has meant books – traditionally the leading pedagogical resource – are increasingly competing with digital devices and Internet access. Since 2015, the overall number of books available at home decreased moderately, while the availability of educational software has surged.



**Change your story**

The PISA report, 21st-Century Readers, based on data collected in 2018, showed that the most proficient readers tend to read books in paper format or balance their reading time between paper and digital formats (OECD, 2021). These students also read books on paper for leisure. In addition, the most proficient readers optimised their use of digital technology depending on the activity they were engaging in (e.g. reading news online, browsing the Internet for schoolwork).

[Read more](#)

Our short course, [Developing Reading Skills in Learners with Dyslexia](#) will help you to understand how learners acquire and develop reading skills and understand why difficulties in reading occur and what we can do about them. It explains how the brain works and the underlying phonological, morphological and orthographic processes, and the impact these may have for learners with dyslexia.

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## ADHD adult diagnosis waiting lists

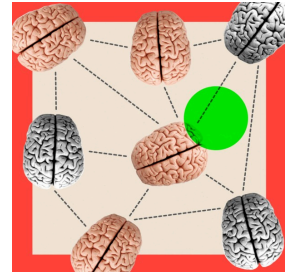
Since 2015, the number of patients in England prescribed drugs to treat Attention Deficit Hyperactivity Disorder (ADHD) has nearly trebled, and BBC research suggests that it would take

eight years to assess all the adults on waiting lists.

Adult ADHD is a fairly novel condition – it's only 16 years since the National Institute for Health and Care Excellence (NICE) officially recognised it in adults. When considering whether it might keep increasing, Dr Müller-Sedgwick argues that there are two different concepts to consider: prevalence and incidence.

**Prevalence** is the percentage of people who have ADHD – Dr Müller-Sedgwick predicts it will stay pretty steady at 3 to 4% of adults in the UK.

**Incidence** is the number of new cases – people getting a diagnosis. That's where we're seeing an increase. He explains: "What has changed is the number of patients we are diagnosing. It's almost like the more we diagnose, the more word spreads."



[Read more](#)

The 2021 SASC Guidance on the assessment and identification of the characteristics of an Attention Deficit Hyperactivity Disorder (ADHD) can be [downloaded here](#)

## Further Education colleges needed for exam resit project

The Education Endowment Fund (EEF) are looking for FE colleges to take part in two new post-16 projects – **Can-Do Maths** and **Get Further's GCSE Resit Tuition Programme** – to find out if they can support maths and English GCSE resit learners.

The two projects are part of the EEF's increased focus on building and supporting evidence-based practice in the post-16 sector.

[Find out more](#)

## Get involved: Annual literacy survey

Would you like to know what your pupils think about reading, writing, speaking and listening? Now in its 15th year, the National Literacy Trust's Annual Literacy Survey of children and young people aged 5 to 18 explores children and young people's literacy behaviours, attitudes and enjoyment.

Registration is open until 28 February 2025, and the survey will go live in January. Participating schools will receive a personalised school report outlining the findings, which you can compare nationally once the national reports are published.

[Register here](#)



## Little Rebels award winner 2024

The winner of the Little Rebels Award for Radical Children's Fiction 2024 was revealed at a special ceremony on October 16th as *The Lizzie and Belle Mysteries: Portraits and Poison* by JT Williams.

Portraits and Poison is the second instalment in Williams' Lizzie & Belle middle grade detective series, set against a backdrop of real-life British Black history.

The first in the series, *Drama and Danger*, was longlisted for the Little Rebels Award in 2023. *Portraits and Poison* explores the history of Black British activism in Georgian London, introducing young readers to real life eighteenth-century campaigners such as the Sons (& Daughters) of Africa. The novel also exposes the racist mechanisms at work in the conventions of Western portraiture.



[Read more](#)

## Webinar - Improving SEND Provision: Expanding Support, Improving Access and Driving Reforms

Thursday, January 9th 2025

### Key Speakers Include:

Rob Jennings, Co-Founder of the Dyscalculia Network  
A representative of National Development Team For Inclusion (NDTi)

There is a crisis in England's SEND (special educational needs and disabilities) system, highlighting the lack of funding, staff shortages, high turnover of SEND staff, and delays in securing Education, Health and Care Plans (EHCPs).

This timely symposium offers local councils, education authorities, disability rights groups and other key stakeholders the opportunity to examine the state of SEND provision, best practice, avenues for improvement, and the new Labour government's plans for improvement and reform.



- The number of EHCPs issued significantly increased between 2019 and 2023, but the dedicated funding has not kept pace, leading to overcapacity in special schools.
- Research indicates that children with SEND in England are falling behind their peers academically.
- The new Labour government has pledged to improve the SEND system by focusing on inclusivity in mainstream schools, early intervention, and a community-wide approach. They also plan to require all schools to cooperate with local authorities on SEND inclusion and place planning.
- Critics of the current system argue that support needs to be provided earlier for pupils with less complex needs to free up specialist provision for those requiring ongoing support.
- Experts emphasise the need for SEND to be integrated into all aspects of education policy, including attendance, behaviour, assessment, curriculum, and mental health.

- The sources also mention a symposium aimed at examining the state of SEND provision, best practices, and potential improvements.

#### The programme will:

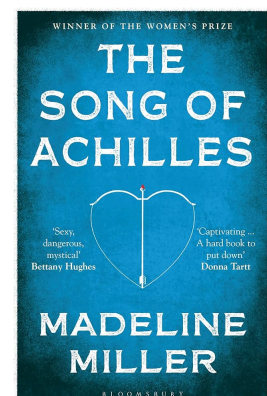
- Assess the state of SEND provision in the four nations of the UK and the different approaches taken
- Examine and evaluate the new Labour government's plans for improving SEND provision
- Develop a comprehensive national plan for improving SEND provision
- Exchange views on how to improve the recruitment, training, and retention of SEND staff
- Draw up plans for cutting waiting lists for accessing EHCPs and ensuring early interventions for children with SEND
- Understand how to build SEND into all aspects of education policy and practice for the benefit of pupils
- Discuss ways to improve multi-agency collaboration for supporting children and young people with SEND involving local authorities, the third sector, schools, health providers and parents

[Find out more & register](#)

## Bloomsbury announces the launch and ongoing production of a selection of their top-selling trade titles as dyslexia-friendly books

This project focuses on producing the books using a large, more readable font, and taking into consideration dyslexia-friendly spacing and paper choices. They are focused on some of Bloomsbury's best-selling backlist titles.

- *The Song of Achilles* by Madeline Miller
- *Circe* by Madeline Miller
- *The Dutch House* by Ann Patchett
- *The Kite Runner* by Khaled Hosseini
- *A Thousand Splendid Suns* by Khaled Hosseini
- *Such a Fun Age* by Kiley Reid
- *Sail Away* by Celia Imrie
- *The Last Murder at the End of the World* by Stuart Turton
- *Piranesi* by Susanna Clarke



The books on this new list are now available on the Bloomsbury website.

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