

Dear members and friends,

It was so good to meet up with members and new faces at the Annual General Meeting in June and to hear the interesting talk from Robin Pauc. Thank you to Angela Higgs who had de-cluttered and brought along some bargains which she no longer needed which were in a box with a 'Take me home' sign. Sue Kerrigan, from Letmelearn, brought a tremendous range of materials which she has for sale and was on hand to offer advice about suitable learning and teaching tools (see our website for more details).

It has been a very busy time for all the committee this summer with family care and events being high on the list of priorities. Frank and I celebrated our elder daughter's wedding on the last day of July. Edwina retired from teaching. She has been the SENCo at Stanbridge Earl's school for many years. We are currently discussing how we can best use the vast teaching and special needs experience which many members of our committee have and who now may have a little more time on their hands. We hope to offer training courses across a range of topics which will help the Association with its funding.

With all best wishes,

Sue

[hantsda@live.com](mailto:hantsda@live.com)

tel: 0787 6277507.

P.S. We have a few 2008/09 British Dyslexia Handbooks left for sale. They can be purchased for £8, including post and package. Please send an email to me if you would like a copy.

Following the interest shown in the article 'Learning to drive and the theory test' (HDA newsletter summer 08) the following question and answer from the BDA forum may be of interest.

Can anyone tell me what specific evidence is required for a dyslexic to access voice-over/headphones and extra time when taking the Driving Theory Test?

Lynn Greenwold Chief Executive, Patoss.

We were recently told via a driving instructor who had referred it up through the Driving Standards Authority that a letter (with a nice official letterhead) stating that the individual showed indicators of dyslexia was sufficient. So a basic screening test or indicator checklist done by an informed person should be sufficient.

Ruth Allen. The Dyslexia Association, serving Notts, Derbys, Lincs and Rutland

# dysTalk

## What is dysTalk?

dysTalk was launched in September 2008 with the aim of making information and guidance regarding learning difficulties more accessible to parents. It now achieves this via a London based lecture series and its free-to-use website ([www.dystalk.com](http://www.dystalk.com)).

Using video content, the site offers short talks on subjects ranging from specific learning difficulties (such as dyslexia) to broader concerns such as how to deal with homework and the impact of computer games. The site is also brimming with articles, resources and a lively discussion forum where parents can share their ideas.

For its founders, Josh Pull and Will Orr-Ewing, the first and last points are the key ones. “Reading-related learning difficulties are often hereditary so the video content has proven particularly popular,” Will Orr-Ewing, a former History teacher says, “but even if you don’t have a learning problem yourself, sifting through masses of information online dampens the spirit. Watching a quick talk – or downloading a talk to your iPod – is so much more accessible.”

The sharing of ideas is also important. Josh Pull explains: “Parents become such experts in these fields – they read, they talk to their friends, they build

## dysTalk

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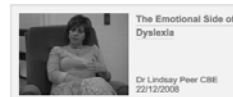
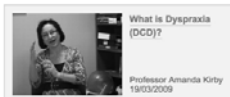
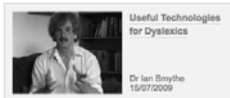
Search...

### Welcome to dysTalk

Looking for information and advice on learning? You can... Watch latest dysTalks from professionals. Interact with parents, and share your experiences at the Forum. Find and share useful books, websites, professionals and schools in our resources section. Read the latest articles. Find out about upcoming talks. Or find out more about dysTalk here.

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#### Come to our Next Talk

#### dysTalk Articles

[Shut Down Learners - Helping Children Who Struggle in School](#)

[Top Tips on getting Pre-Schoolers to Read](#)  
[How Parents Can Help Develop Word Skills](#)

#### Latest Forum Posts

You are not alone: there are lots of people who are going through a similar experience. Come to the Forum, speak your mind, and hear what others have to say. Start a new thread.

Subject	Replies	Latest ▲	Forum
A definition of dyslexia	5	22/07/2009	Dyslexia
ian smythe talk	1	22/07/2009	General Advice / Other
7 year old and Fairley House vs another school	3	22/07/2009	Dyslexia
Very interesting BBC discussion last night on Children & Mental Health	0	22/07/2009	General Advice / Other
Programme on having an autistic child	1	21/07/2009	ADHD / Autistic Spectrum
Google, Yahoo, etc. - are they designed with dyslexics in mind?	2	21/07/2009	Dyslexia
Is my child different from the others?	5	18/07/2009	General Advice / Other
Are there any free dyslexia screening tests online?	6	17/07/2009	Dyslexia
Dyscalculia	5	17/07/2009	Dyscalculia
Dot Patterns – Visual Letter and Number Reversals	0	16/07/2009	Dyslexia

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Enter email for dysTalk Newsletter

up a great idea of what works for their children and what doesn't. dysTalk allows them to share this knowledge with a wider community."

## Why was dysTalk set up?

The original concept for dysTalk emerged as a result of Will's work running a tutoring company in London (Russell Group Tutors). A number of the children for whom Will provides tutors have dyslexia or dyspraxia; certainly, many of the parents are anxious about learning difficulties and unsure about the next step. One group of parents that he worked for had set up Dyskids several years ago - a very popular support network and lecture circuit in London. It was at their urging that the lecture circuit was re-launched and furthermore Will and Josh decided to create a website to make information freely accessible to a wider audience. They worked from January 2008 to the launch of the site in September 2008 on how best to achieve this.

## What dysTalk's Users Say:

The screenshot shows the dysTalk website interface. At the top left is the 'dysTalk' logo. To its right is a navigation menu: Home, Talks, Forum, Articles, Resources, About, Contact. Below the navigation is a search bar and a 'Dyslexia' title. The main content area is titled 'Talks on Dyslexia' and displays a grid of 15 talk thumbnails, each with a small image and text. To the right of the grid is a 'Latest Posts from the Dyslexia Forum' section with a list of recent forum posts. Below that is a 'Related Articles' section with a list of article titles. At the bottom right is a 'Related Resources' section with a list of resource links. The footer contains copyright information and a newsletter sign-up link.

*Jane Emerson. Founder of Emerson House, centre for dyslexics, dyscalculics and dyspraxics.said:*

"dysTalk gives wonderful, wide ranging information to help parents decide what to do and who to go and see. This in turn means children are not dragged around to be investigated by too many people. So they are happier too. The site grows by the day and goes from strength to strength."

*Maggie Bolger, Parent, Founder of Maggie & Rose:*

“dysTalk is an invaluable tool. Parents can easily find the resources required if they have any doubts or concerns about their child’s learning capabilities, from helping with handwriting to dyslexia. The website is clear and easy to navigate, a parents dream when it comes to the complex world of children’s education. We are looking forward to hosting some of their very interesting lectures and talks in the autumn.”

**What’s Next for dysTalk?:**

dysTalk is always seeking new content for the site and is continually adding new talks from a range of experts and professionals. In particular Will and Josh are keen to add talks from people who have experienced learning difficulties themselves. The aim is to complement the informational and advisory talks with those that can reassure and inspire anxious parents and their children.

Beyond this dysTalk is in the process of launching learning support services for children with learning difficulties. This will entail providing one-on-one help for children from tutors who have specific learning difficulty qualifications.

Josh Pull

Keep an eye on the  
Hampshire Dyslexia Association website.  
Changes are planned to keep improving the site.  
[www.hantsda.org.uk](http://www.hantsda.org.uk)

# Promoting the recommendations of the Rose Report during Dyslexia Awareness Week (1<sup>st</sup> – 7<sup>th</sup> November 09).

On 22 June 2009 Sir Jim Rose published a report entitled 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties'. The report is a clear endorsement that dyslexia exists and it maps a positive way forward.

## ***The Rose Report made the following recommendations:***

- *To train 4000 specialist teachers in dyslexia over the next two years*
- *To boost early identification and effective intervention for dyslexic pupils*
- *To make provisions for dyslexia awareness training for existing teachers*
- *To put more special educational needs training into initial teacher training courses*
- *To acknowledge the need for specialist teachers and 1:1 interventions for severely dyslexic pupils*
- *To encourage a positive dialogue between schools and parents and provide relevant information for them*
- *Schools should provide support for children with dyslexia at transfer to secondary school*
- *To continue helpline advice for parents and teachers.*

With the publication of the **Rose Report**, there is hope that there will be improved awareness of dyslexia in mainstream education. The Report highlighted the lack of appreciation of the problems faced by dyslexic pupils and their teachers, from information gleaned from parents and educators alike. With one in ten children in every classroom having a difficulty of this nature, making it harder for them to access learning, it is obvious that this needs to be addressed.

**Chiltern Tutorial School** in Otterbourne, a small independent school serving the needs of 7-11 year olds with specific learning difficulties, is collaborating with **Hampshire Dyslexia Association** to help promote the recommendations of the Rose Report. Although a school for children with dyslexia, the experienced teaching staff are clear that the methods they use can be implemented in every mainstream classroom and benefit all.

On **Wednesday 4<sup>th</sup> November, 4:30 - 6:30pm**, the school will be hosting an evening to show how dyslexic pupils can be identified and how their learning can be supported, in the mainstream primary and secondary classroom, in ways that are fun and accessible to all. A highlight of the evening is a presentation from some of the pupils at the school as they share their experiences of mainstream education with the audience. It is guaranteed that their words will be enlightening and informative!

## What is Access to Work (AtW)?

AtW is a Government scheme, which provides funding for people in employment, or just about to start a new job, whose work is affected by a disability. The disability may not have a big effect on what the applicant can do each day, but may have a long-term effect on how well the applicant can do



their job. The funding is paid in differing proportions, varying from 100% to 50% between AtW and the employer; depending on whether the support is deemed to be disability or employment rated.

The grant varies depending on how long the applicant has been employed, what support is needed and whether the applicant is self-employed.

Grants can cover approved costs of Support Workers (which may be individual Study Skills tutors), fares to work, equipment that is needed at work and adapting premises to meet applicants' needs.

The circumstances and support are reviewed between one and three years.

### AtW funding:

- Is paid by the government and the employer; the applicant does not pay anything themselves
- Evidence of disability is not necessary to apply for this funding
- Any equipment, hardware or software, provided by AtW belongs to the employer and will **remain with the employer** if the applicant leaves their employment
- Is **not** available for the first £300 of approved costs in any 3 years of expenditure.
- Is available **for all approved costs between £300 and £10,000** over 3 years, meeting up to 80% of them
- All approved costs above that amount will be paid through the programme.
- AtW pays **all approved costs** if applicant is self-employed
- AtW pays **100% of approved costs** for Support Workers
- The level of funding is affected by the **number of employees in the company**, i.e. a small company may be able to reclaim 100% of the costs involved
- Cannot be claimed retrospectively for support or equipment already provided.

## PROCESS:

- **Applicant telephones or emails their regional AtW office.**

Three regional centres: London, Cardiff or Glasgow.

**London (SE England, London and East of England) Telephone: 020 8426 3110**

Email: [atw-london-region@jobcenbtreplus.gsi.gov.uk](mailto:atw-london-region@jobcenbtreplus.gsi.gov.uk)

- **Telephone interview conducted following template on Form AtW1.**

Takes up to 30 minutes. Applicant must provide NI number and Tax Reference number. Applicant is asked about their disability and 'What do they need?' e.g. Help with writing reports. Prior to this interview applicant should discuss with a dyslexia adviser what would be appropriate.

**If considered eligible for consideration a copy of telephone interview details on Form AtW1 posted to applicant's home on same day.** Applicant checks details, signs it and posts back to regional office.

- **Form AtW1 sent to local *Jobcentreplus* and a dedicated AtW Adviser will review details.** The Adviser may decide on support with the submitted information and contact applicant directly to advise them to order the equipment and/or support requested. However, if specialist advice is needed, the Adviser will contact a 'contracted company', such as *hands-free computing* or *RNID* and pass applicant's details to them and authorise them to arrange a 'technical assessment'.
- **Form AtW1 sent to technical assessor prior to interview.**
- **Technical assessor will travel to place of work to meet applicant, observe work station and assess IT systems.** This interview is scheduled for one hour. Demonstration of suitable software and strategies and support techniques. Evidence may be reviewed.
- **Full report sent to AtW Adviser within 40 working days.** Report may include one quote for Special Aids & Equipment.
- **AtW adviser** will then contact applicant and employer to confirm what support is approved with information about cost and suppliers.
- **Applicant and/or employer** must order all equipment and arrange any training and claim costs back from *Jobcentreplus*.

**Reference:** DirectGov: Practical help at Work: Funding through ***Jobcentreplus***

[http://www.direct.gov.uk/en/DisabledPeople/Employmentsupport/WorkSchemesAndProgrammes/DG\\_4000347](http://www.direct.gov.uk/en/DisabledPeople/Employmentsupport/WorkSchemesAndProgrammes/DG_4000347)

Sue Mckenna

## Dyslexia and Convergence Failure



At the Hampshire Dyslexia Association's AGM in June, Robin Pauc, a Chiropractor who graduated from The Anglo-European College of Chiropractic in 1974, gave a talk on **Dyslexia and Convergence Failure**. Robin Pauc is registered with the General Chiropractic Council and is a Fellow of the College of Chiropractors.

Dr Pauc began his talk by giving a summary of his Curriculum Vitae, including his initial qualifications as a chiropractor, who went on to specialise in clinical neurology, and his subsequent career as a researcher, author and clinical practitioner running a private clinic specialising in learning and behavioural disorders.

Dr Pauc presented his 2005 Study of the 'Comorbidity of dyslexia, dyspraxia, attention deficit disorder (with or without hyperactivity {ADHD}), obsessive compulsive disorder and Tourette's syndrome in children: A prospective epidemiological study' which has been published in Clinical Chiropractic, Volume 8 Issue 4, December 2005, pp189-198. This investigates the extent to which learning and behavioural disorders co-exist in children, which results in confusion as to the extent to which the original diagnosis of dyslexia is an independent condition or a complex web of co-existing symptoms which all need to be addressed if the child is to reach his or her full potential. He went on to summarise his research which demonstrated that dyslexia is closely linked to dyspraxia, to the extent that **84% of children diagnosed with dyslexia will have symptoms of dyspraxia, and 62% also have symptoms of ADHD**. He contends that degrees of 'co-morbidity' can be demonstrated between all the diagnoses given above, and this leads to confusion in both diagnosis and treatment, as co-morbid conditions are not recognised and therefore not treated, to the detriment of the child's overall progress.

Dr Pauc went on to discuss his more recent work on Convergence Insufficiency,

where he has been able to support the report of Professor John Stein that '**of the dyslexic children 64% were unable to make proper vergence movements**' as reported in Stein's paper 'Disordered vergence control in the dyslexic child' British Journal of Ophthalmology, 1988, Vol 72, pp162-166.

Convergence is the extent to which both eyes move towards the nose to the same degree and are able to hold that convergence while tracking. This is an essential precursor to smooth tracking and reading fluency.

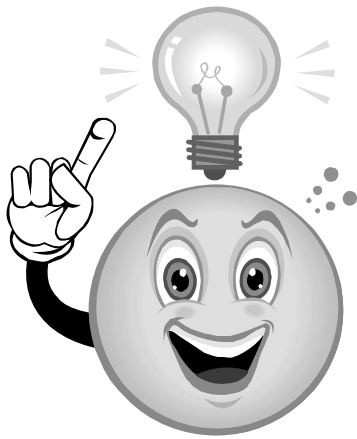
Robin Pauc's own study, was reported in Clinical Chiropractic, Vol 11, No 3, September 2008, pp130-137 'The occurrence, identification and treatment of convergence failure in children with dyslexia, dyspraxia, ADD, ADHD, OCD and Tourette's Syndrome in children' estimates the degree of convergence failure as 57%. He went on to say that **convergence insufficiency could be assessed, monitored and treated, with a 94.7% success rate**, using computer generated programmes called VTA (Visual Therapy Assessment), ADR and Visagraph that could be tailored and monitored by a prescribing practitioner and used on a home computer by the client.

He went on to propose that **30% of people diagnosed with dyslexia could be treated in a matter of weeks** if they came forward and were treated in sufficient numbers, with a potentially significant effect on national literacy figures and individual happiness and wellbeing. He also stated that he would be **willing to test individuals for free to see if they were suitable for this treatment.**

The HDA would like to thank Dr Pauc for an interesting and informative talk, and would we would be very interested to learn of individuals experiences should they decide to take Dr Pauc up on his offer.

Dr Robin Pauc works from Tinsley House Clinic, Main Road, East Boldre, Beaulieu, Hants SO42 7WT, Tel. 01590 612 432, Email: [rpauc@aol.com](mailto:rpauc@aol.com) Website: [www.tinsleyhouseclinic.co.uk](http://www.tinsleyhouseclinic.co.uk), and is the author of 3 books; Could It Be You?, Is That My Child?, and The Brain Food Plan all published by Virgin Books.

Juliet Hawkes.



## Free Online Resources.

### Free Spell and Grammar Checker - Ginger

Ginger was designed to identify and correct the kinds of spelling mistakes commonly made by people with dyslexia. I have tried a few “dyslexia” spellcheckers over the years, but this is very impressive. It helps to correct spelling mistakes as well as misused words. The software currently works with Microsoft

Word and Outlook, in Office 2003 and 2007. Give it a try, and let us know what you think. Download it from: <http://www.gingersoftware.com/download>

### Get rid of irritating web advertisements.

The continuous movement of these ads can cause distractions and even make some readers feel ill.

You can disable animated graphics in most web pages by going to the Tools menu then Internet Options and select the Advanced tab. Scroll down the list and in the Multimedia section uncheck “play animation in web pages”. Click OK and restart Internet Explorer. If you have Firefox you can download a free advert blocking add-on called Adblock (<http://tinyurl.com/2cd87q>)

### Free Text-to-Speech Software – Natural Readers.

Text to speech software reads text from your computer aloud. This can have many benefits:

- It can read web pages or emails to you
- It can read MS Word or Adobe files to you
- It can help you proof read your own writing

because it can read the spellchecker words aloud to you, and it can also help you to work out where full stops need to be in your writing, as the “voice” will only stop when it sees a comma or full stop. It also helps you to “hear” if you have missed words out.

This free version will, of course, have limitations. It can only work on 1000 words at a time, and the voices are more robotic – but it can give you a valuable opportunity to try before you buy. For some people, the free software is all that they need.

Download it from: <http://www.naturalreaders.com/download.htm>



**Free planners to download.** <http://www.galorepark.co.uk/>  
Go to Downloads, at the bottom of the home page, register with your name and email and then you can access lots of free downloads, including study and homework planners.



### **Free educational resources for primary school children.**

Some interactive games and other activities are available on the BBC website 'words and pictures' Games suitable for young children include 'The Whirlyword Machine' which uses consonant/vowel/consonant rhyming words and 'Wordblender' which helps children to practise blending words with consonant clusters.

[www.bbc.co.uk/schools/wordsandpictures/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/index.shtml)

On the Woodlands Junior School site are links to many free interactive games available on the web. These games are an enjoyable way for children to re- enforce their learning. Games for maths, science and literacy are included.

[www.woodlandsjunior.kent.sch.uk/interactive](http://www.woodlandsjunior.kent.sch.uk/interactive)

Activities and worksheets using high frequency words are available on the American site [www.mrsp Perkins.com](http://www.mrsp Perkins.com)

[www.sparklebox.co.uk](http://www.sparklebox.co.uk) has lots of resources for numeracy and literacy.

### **Free certificates.**

There are some free certificates (to which you can add your own text) available at [www.certificatecreator.com](http://www.certificatecreator.com) The 'Congratulations' and 'Hardworker' certificates are useful as rewards.



Sue Mckenna, Sharon Fawcitt and Jacky Gurney

Deserted City

Ismay Hawthorn,  
April 2009.

I slowly got up, pushing the rubble away from me. The planes had gone, but I could still hear the screams of people going through my head. I stood up and looked around. The buildings were completely demolished; the place was total

ly lifeless; the city of Lecter was a wreck.

I started calling for my family, but when I listened, there was an echo of silence. Then I heard a groan it was coming from the ground behind me. I turned but nothi

ng was there. I shouted again and this time the groan sounded like a child, a few steps behind me. I asked where they were. I started digging, my fingers getting cut by the stones. I had found a boy. I pulled him out. He was half

unconscious. I said "My name is Flourish, I will help you". I took my coat off and gave it to him.

As I went to find some water, dead bodies lay on the ground beneath me. I made my mind focus on helping the boy by gettin

g water, but I couldn't help but think about what I was going to do next  
.....  
.....

Thanks to Angela Browning for submitting this piece by Ismay Hawthorn Year 8 Twyford School.

# Diary Dates 09/10.

<b>September</b>		
<b>Starting 25<sup>th</sup> September</b>	<b>Helen Arkell Centre</b>	Level 3 Teaching Assistants' Courses (KS 1-3 & KS 4 & FE),
<b>Tuesday 29 September</b>	<b>BDA</b>	Dyslexia as Part of Inclusion conference. Newcastle. Contact Katherine Dumas 0845 251 9003 or email <a href="mailto:conference@bdadyslexia.org.uk">conference@bdadyslexia.org.uk</a>
<b>October</b>		
<b>Starting 5<sup>th</sup>- 8<sup>th</sup> October.</b>	<b>Helen Arkell Centre</b>	OCR Certificate 5 and OCR Diploma Level 7. Near Farnham Surrey. See <a href="http://www.arkellcentre.org.uk">www.arkellcentre.org.uk</a> or contact 01252 792400 <a href="mailto:enquiries@arkellcentre.org.uk">enquiries@arkellcentre.org.uk</a> .
<b>Monday 5th October</b>	<b>BDA</b>	Screening For Dyslexia Course for Teachers. Southampton Contact <a href="mailto:Paulb@bdadyslexia.org.uk">Paulb@bdadyslexia.org.uk</a> or 0845 251 9004
<b>November</b>		
<b>Contact Patoss North for date.</b>	<b>Patoss North</b>	The Basingstoke Patoss group is planning to hold a meeting during November with practical suggestions and products to aid teaching. Please see their newsletter for details or email <a href="mailto:patossbasingstoke@hotmail.com">patossbasingstoke@hotmail.com</a> with any queries.
<b>Starts: 2nd November 2009, then fortnightly.</b>	<b>Hampshire County Council</b>	Training in Dyslexia for school support assistants wanting to widen their knowledge of how to support dyslexic students. 2 full days plus 10 x 2.5 hour sessions. Eastleigh. Pauline Bentote, SEN Consultant, Contact: Liz Eastham on 01962 874822 ( <a href="mailto:liz.eastham@hants.gov.uk">liz.eastham@hants.gov.uk</a> )
<b>Wednesday 4<sup>th</sup> November.</b>	<b>HDA and Chiltern Tutorial School</b>	Dyslexia Awareness Week Event. ONE IN TEN. Seeing the Whole Picture. Identifying & supporting dyslexia in the mainstream classroom. Hampshire Dyslexia Association:023 8033 3345, Chiltern Tutorial School: 0785576 6675,
<b>Tuesday 10<sup>th</sup> November.</b>	<b>BDA</b>	Two half-day courses: a.m. Practical Solutions for Dyslexia (for Teachers and TAs) p.m. Dealing with Dyscalculia (also for Teachers and TAs) Eastleigh. For details see <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a> , email <a href="mailto:paulb@bdadyslexia.org.uk">paulb@bdadyslexia.org.uk</a> or phone 0845 251 9004.
<b>Saturday 14<sup>th</sup> November.</b>	<b>Helen Arkell Centre</b>	Presentation by Professor John Stein 'New light on the magnocellular theory of dyslexia-practical implications for teachers. 10.00 – 12.00 £15 South Farnham School, Menin Way, Farnham, Surrey GU9 8DY Book in Advance. See <a href="http://www.arkellcentre.org.uk">www.arkellcentre.org.uk</a> or contact 01252 792400 <a href="mailto:enquiries@arkellcentre.org.uk">enquiries@arkellcentre.org.uk</a> .
<b>Contact Patoss South for dates during autumn term.</b>	<b>Patoss South</b>	Meetings held on subjects of interest to Teachers and Parents alike - all welcome! Meetings are held twice a term in Hounslow School, Totton, Southampton SO40 9FT and in the Dame Judith Professional Centre, Cosham, PO6 3JL. For further details please contact Angela Higgs on 01794 323 716 or email <a href="mailto:patosssouthhants@hotmail.co.uk">patosssouthhants@hotmail.co.uk</a>
<b>2010</b>		
<b>January Starts 14th January</b>	<b>Hampshire County Council</b>	Training in Dyslexia for school teachers/SENCO's wanting to improve the teaching and learning of dyslexic students and developing a dyslexia friendly school. 9 x 3 hour sessions. Hampshire Certificate in Dyslexia. Eastleigh. Pauline Bentote, SEN Consultant, Contact: Liz Eastham on 01962 874822 ( <a href="mailto:liz.eastham@hants.gov.uk">liz.eastham@hants.gov.uk</a> )

**Please contact organisers before attending.**

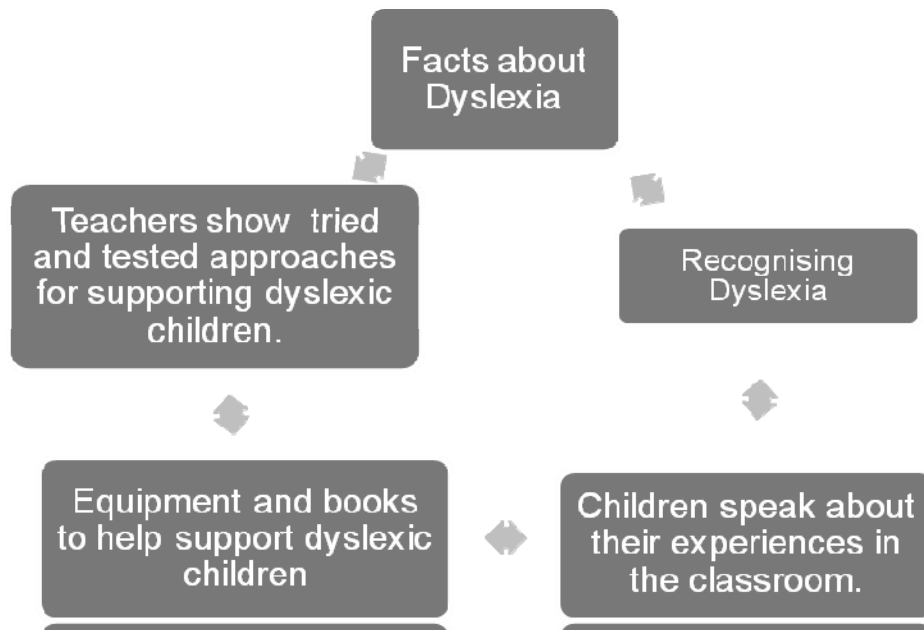
# Dyslexia Awareness Week

Hampshire Dyslexia Association & Chiltern Tutorial School present:

## ‘ONE IN TEN’

### -SEEING THE WHOLE PICTURE

Dyslexia in the classroom



Wednesday 4<sup>th</sup> November 2009

Doors open 4:30pm

Talk 5:00-6:30pm

**At Chiltern Tutorial School,**

**Otterbourne Halls, Cranbourne Drive, Otterbourne, S021 2ET**

**Further Information:** Hampshire Dyslexia Association: 023 8033 3345, [www.hantsda.org.uk](http://www.hantsda.org.uk)

Chiltern Tutorial School: 0785576 6675, [www.chilterntutorial.co.uk](http://www.chilterntutorial.co.uk)