

A man with curly hair and a white sweater is sitting at a desk, looking down at a laptop. A woman with blonde hair, wearing a grey blazer over a black and white striped shirt, is leaning over his shoulder, looking at the laptop screen. There are papers and a pen on the desk. The background is a blurred office setting.

Empowering dyslexic learners

A practical guide for union learning reps

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A woman and a man in blue work uniforms are in a warehouse. The woman is sitting on a forklift, and the man is standing next to her. They are both looking at a tablet computer that the man is holding. The woman is pointing at the screen. The background shows warehouse shelves and a bright light source.

Section 1

What can union
learning reps do for
dyslexic learners?

[Section 1]

What can union learning reps do for dyslexic learners?

As a union learning rep (ULR), you are in a unique position to help create a positive environment, where learners feel they can be open about any challenges they have. This is crucial, as it is very difficult to provide appropriate help if learners feel the need to hide any learning difficulties they face.

This booklet provides information and practical guidance for ULRs and trade union learning project workers on supporting dyslexic learners. It will help you develop strategies for supporting dyslexic learners to get the best from learning opportunities.

Learners may need your support to discuss their difficulties with tutors, to ensure they get the help they need to complete their learning.

ULRs can signpost learners to a full dyslexia diagnostic assessment. This enables a specialist to identify the required support for learning, as well as reasonable adjustments needed in the workplace.

The guide also raises some issues dyslexic people face at work, which workplace reps may find useful when supporting and representing dyslexic members. The TUC's *Dyslexia in the Workplace* guide is also a key resource on this.



The social model of disability

The TUC has adopted the social model of disability.

The social model of disability focuses on the ways in which society is organised, and the social and institutional barriers that restrict disabled people's opportunities. The social model sees the person first and argues that the barriers people face, in combination with their impairments, are what disables them. Barriers can make it difficult or even impossible to access jobs, buildings or services, but the biggest barrier of all is the problem of attitudes to disability. Removing barriers is the best way to better include millions of disabled people in our society.

A better way to understand the barriers a dyslexic worker is encountering, and therefore remove them, is to look at the results of screening or a formal assessment. These can help identify barriers and ways of removing them.

Lack of screening (see [page 10](#)) or an assessment should not stop a ULR from providing an undiagnosed dyslexic learner with the assistance they need. However, an employer, or learning institution, could argue they have no duty under the law to put in place the reasonable adjustment for a member without one.

“Removing barriers is the best way to better include millions of disabled people in our society.”





Section 2

What is dyslexia?

[Section 2]

What is dyslexia?

Dyslexia is an invisible disability, which affects people from all social and economic backgrounds. It is a learning difference that can have a significant impact during education, in the workplace and in everyday life. It is thought to affect about one in ten people.

It can cause difficulties with processing information and primarily affects reading and writing skills, though it can affect other abilities too. Many dyslexic people have challenges with processing and remembering information that they see and hear. This can affect learning and the development of literacy skills and may cause frustration, low self-esteem and even depression. In addition, many people with this condition also have difficulties with their organisational skills.

However, everyone's experience of dyslexia is different. It can range from mild to severe, and can occur alongside other learning differences. But with the right strategies and support, and in the right environment, dyslexic people achieve their goals.

Dyslexia sometimes means people have to work longer and harder than others to obtain the same goals. On the positive side, this can make them very determined, persistent, motivated and resourceful, as well as developing a strong desire to succeed.



“Dyslexia is thought to affect about one in ten people.”

Dyslexia and creativity

Many dyslexic people show strengths in areas such as reasoning and in the creative and visual fields. They can have excellent communication skills, often thinking in images, and will be good at solving practical problems. They are often outstanding troubleshooters, with strong lateral thinking ability, and are able to generate fresh insights into different subjects. They are frequently able to unlock creative ways of tackling problems and making decisions.

Signs of dyslexia

Signs a learner may be dyslexic include:

- They are knowledgeable and capable but cannot capture this on paper.
- They may excel in specific areas involving problem solving or creativity.
- They may become withdrawn or isolated in the learning environment.
- They may 'glaze over' when complex information is imparted very quickly.
- They may experience difficulties with keeping organised, prioritising tasks and activities, and meeting deadlines.
- They may have difficulties with reading and writing and their spelling can be erratic.
- They may find concentration and focus challenging.



Neurodiversity

You may come across the term neurodiversity. It is a positive affirmation of the range of ways people learn and think when they have conditions like dyslexia, dyscalculia (maths difficulties), and dyspraxia, which affects motor coordination. Neurodiversity holds the idea that people who think differently also have a variety of valuable skills, which should be celebrated, rather than seen negatively.

Neurodiversity also recognises that people are individuals and not part of a labelled group. It focuses on what people can do rather than what they have difficulties with. There is a significant gap between employment rates of disabled and non-disabled people in the UK ([click here to view](#)) and harnessing the talents of neurodivergent adults can help reduce it.

How do people minimise the impact of their dyslexia?

Dyslexic adults often develop really good strategies or workarounds. They may use rhymes or memory tricks to remember lists of information. Visualising can help – such as colour-coding and using charts and diagrams.

Some readers like to use coloured lenses and overlays to change the background of the paper. Smartphones and laptops with specialist software can help support a neurodivergent learner. Generally, dyslexic learners work harder and concentrate more to get certain tasks done.

Dyslexic learners may have concerns about joining a learning programme or workplace training. They may worry about the course or tasks they are asked to do and fear being made a fool of. This is often due to negative educational experiences in the past.

“Visualising can help – such as colour-coding and using charts and diagrams.”



Any learning and training situation can therefore be challenging and even unpleasant, particularly those that emphasise literacy skills and memory – the areas dyslexic learners find difficult. Tasks like filling in evaluation or learner forms can be stressful for someone who is dyslexic. They may deal with this by taking the form away and filling it in when no one is around, or by providing no written feedback at all and only scoring the course numerically. If a tutor puts them on the spot to read out loud, they may pretend they have forgotten their glasses or find another way to avoid reading in front of people.

Many learners will complete a course, but not attend the exam due to the added pressures of reading and writing under time constraints. Dyslexic people tend to have fewer qualifications as a result.

Diagnosing dyslexia

Many people would like to find out more about their learning differences. Initially, it can be useful to fill in a screening questionnaire, which will flag up whether difficulties may relate to dyslexia. Individual learners can fill in the questionnaire, though some may need help from a trusted friend or colleague – including their ULR – to complete it.

The British Dyslexia Association (BDA) has a freely downloadable checklist that may be helpful ([click here to view](#)). It can be a useful tool to promote a better understanding of difficulties and to point towards any future assessment needs.

You can access other screening tests online that outline a more detailed profile of strengths and challenges. They assess the likelihood of dyslexia being the cause of any challenges and suggest ways to develop learner's skills. In the '[Further information](#)' section of this guide you will find links to some online profilers and screening tests developed by dyslexia organisations.

“It can be useful to fill in a screening questionnaire, which will flag up whether difficulties may relate to dyslexia.”

Diagnostic assessment

If a screening indicates that an individual may be dyslexic, it may be appropriate to suggest they undergo a full diagnostic assessment. A full dyslexia diagnosis is expensive, because it needs to be undertaken by a certified practitioner, but it will confirm if an individual is dyslexic and suggest workplace and educational adjustments as appropriate.

There are four routes to getting a diagnostic assessment for dyslexia:



1. The employer

Where dyslexia presents significant challenges with reading, writing, organisational skills or memory, employers may be legally obliged to implement reasonable adjustments to support the worker (see '[Dyslexia – responsibilities in the workplace](#)' on page 13).

Recognising that an employee is dyslexic is the first step towards putting appropriate strategies in place to support them. More and more employers are paying for diagnostic assessments and workplace needs assessments, not only to keep in line with legal duties but also to enable employees to develop their skills and maximise their potential in the workplace.

An assessment will produce a detailed report of the person's strengths and challenges, and provide recommendations for support.

“Recognising that an employee is dyslexic is the first step towards putting appropriate strategies in place to support them.”



2. A local college or learning provider

If the learner is enrolled on a course they can approach the college's student services department or the learning support team. Colleges and universities have their own specialist tutors who can screen for or diagnose dyslexia and recommend appropriate support provision within the establishment.

3. Jobcentre Plus

A disability employment advisor can do an initial assessment or screening test and refer a learner to an occupational psychologist for full diagnostic assessment if appropriate.

4. Private assessment

You can find licensed assessors on the British Dyslexia Association (BDA) and the Professional Association of Teachers of Students with Specific Learning Disabilities (PATOSS) websites (see '[Further information](#)' on page 37). Alternatively, educational psychologists can carry out diagnostic assessments. The Health and Care Professional Council ([click here to view](#)) keeps a register of their members.

Private assessment can be expensive, so check costs before signposting learners.



“Private assessment can be expensive, so check costs before signposting learners.”

Dyslexia – responsibilities in the workplace

Many dyslexic people have incredible strengths and develop strategies to work around their challenges, so they may not necessarily consider themselves disabled. But an individual's dyslexia may be classed as a disability under the Equality Act 2010.

The Act protects disabled people from discrimination at work, in education and wider society. It puts a duty on educational establishments and employers to make reasonable adjustments for disabled learners and employees. Because of this, educational establishments usually take positive steps to ensure that all learners can fully participate in the learning opportunities that the organisation offers (see '[Supporting learners](#)' on page 17).

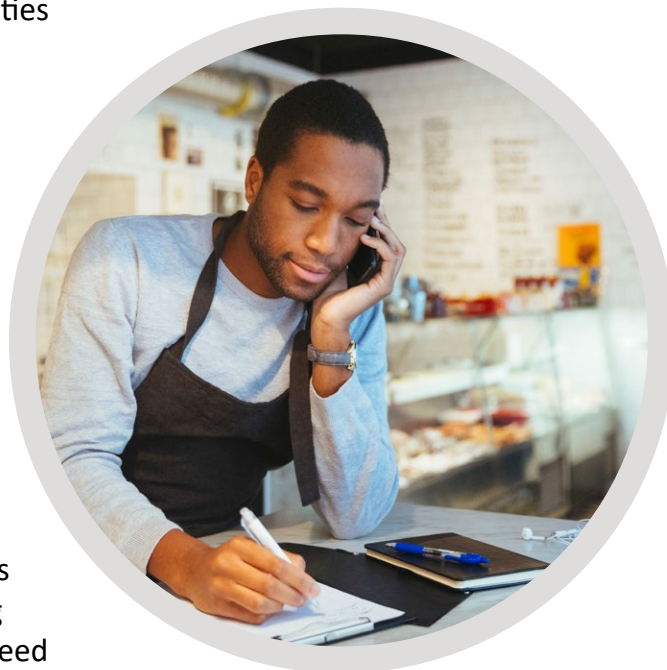
Employers can apply to Access to Work for advice on how to make reasonable adjustments, and government funding is available to help with costs of equipment, software and tuition (see '[Further information](#)' on page 37).

It is important to ask a learner who has flagged up their challenges if they already know what support they need, or what they think may help. Reasonable adjustments can be minor changes that may not involve costs or extra staff time but will make a big difference to a learner's experience on a training course. For example, giving out reading materials in advance, or showing the learner how to use screen-reading software on a smartphone or tablet can be all the help they need to succeed.

Do I have to tell my employer I'm dyslexic?

There is no legal obligation to disclose dyslexia but, if reasonable adjustments are required, it is advisable to discuss any difficulties that may impact on learning and on work life. Declaring difficulties or dyslexia will hopefully lead to improved study and working life, because members can get the adjustments and understanding they require.

Learners who need support should flag up their needs, but some may be reluctant to speak directly to their employer. ULRs can help by liaising with management about learners' needs.



“Government funding is available to help with costs of equipment, software and tuition.”

Management responsibilities

ULRs will mainly be concerned with supporting learning needs, but you may become aware of issues raised by a learner's dyslexia that you feel are likely to be affecting their work. In that case, and with the member's consent, you may need to involve workplace reps in obtaining necessary adjustments. Here are some points you could use in preparation for their discussions with management:

- If a member of staff shows signs of dyslexia but has not had a formal diagnosis, you can encourage them to complete the BDA pre-assessment checklist ([click here to view](#)). If results reveal that further investigation is recommended, the employee can make their manager aware. If there is a belief that targeted support could enhance the employee's productivity at work, the line manager should organise a full diagnostic assessment to be organised at the employer's expense.
- The BDA has a helpline for advice on additional support, reasonable adjustments and obtaining an assessment (see '[Further information](#)' on page 37). After an assessment is completed and the employee has their diagnostic report, a workplace needs assessment (WNA) will identify the support and reasonable adjustments that would be helpful at work. A WNA can be obtained through Access to Work or the BDA.

“If a member of staff shows signs of dyslexia but has not had a formal diagnosis, you can encourage them to complete the BDA pre-assessment checklist.”



- Reasonable adjustments aren't always big-cost items. For example, moving a desk to a quieter part of the office, or having a colleague's help with proofreading or activating the text-to-speech feature on a learner's smartphone, tablet or computer may be all that is needed. The first step is to discuss with the dyslexic worker, who will be able to outline some of the challenges they face and may already be clear about their support needs.
- It is the employer's responsibility to ensure that reasonable adjustments are implemented. They must ensure that equipment and training are ordered and obtained. Specialist equipment, software (with training) and tuition will also benefit employees when they are on workplace training and educational courses.
- The manager should also ensure that the worker's personal file is updated to include the reasonable adjustments that are being tried. A follow-up meeting should be organised to ensure that all the reasonable adjustments are implemented and working effectively. This meeting provides an opportunity to discuss any issues that may have arisen and whether any further adjustments or support are necessary.
- Any records should be updated in line with data protection regulations if the employee wishes this information to be recorded.
- Some unions and employers have agreed to the use of reasonable adjustments disability passports in the workplace (see a sample in '[Further information](#)' on page 37). These help avoid the need to renegotiate reasonable adjustments every time an employee changes job role or there is a change of line manager.
- Supporting dyslexic workers is about acknowledging that they may approach situations and tasks differently in order to achieve the same result as others. Management needs to discuss with the employee how they want their needs to be communicated to other colleagues at work.

A man and a woman, both wearing blue industrial work shirts, are standing in a factory or warehouse. The woman is holding a large sheet of paper or a folder, and both are looking down at it intently. The man is holding a black handheld electronic device, possibly a scanner or a data collector, in his right hand. The background is slightly blurred, showing industrial shelving and bright overhead lights.

Section 3

Supporting learners

[Section 3]

Supporting learners

ULRs have an important role to play in ensuring that learners get the support they need to achieve success in their studies. ULRs must remain approachable and supportive, and create an environment where someone does not feel the need to hide their difficulties. This will help the learner get the support they need to be successful on their courses.

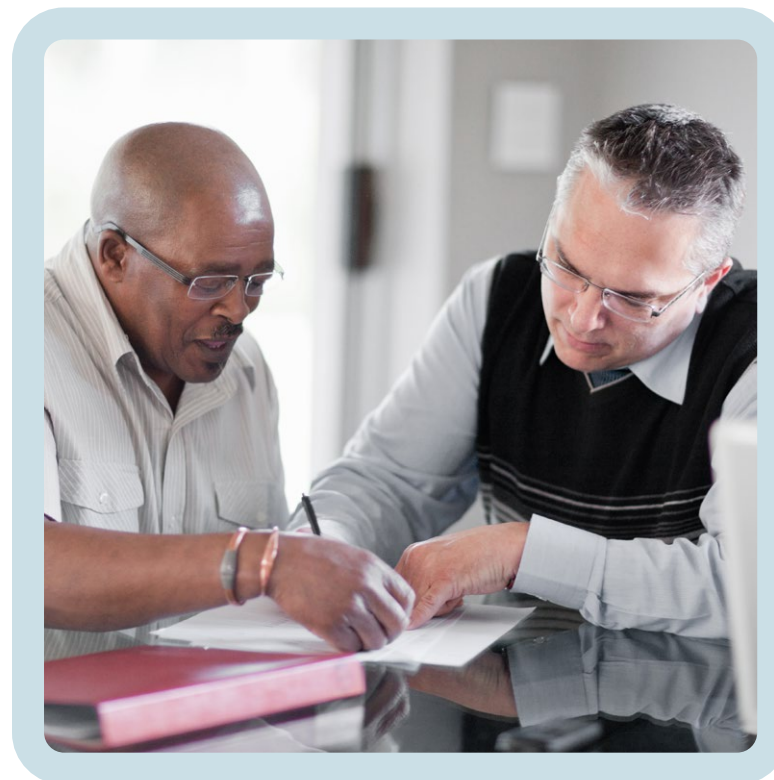
It's important that learners understand they can discuss these issues with their ULR in confidence.

The ULR can also signpost the learner towards support and, where possible, act as a voice for the learner.

Initial information and advice

There are lots of ways that ULRs can support learners. Having a discussion with any new learner before their learning starts will enable you (with the learner's agreement) to:

- carry out an initial assessment, using a simple checklist (see '[Initial assessment checklist](#)' on page 33) that can help the learner identify any barriers to learning
- provide more information for the diagnostic so that learning needs can be identified



“It’s important that learners understand they can discuss these issues with their ULR in confidence.”

- liaise with your union's education officer or learning project workers to find out if the union can offer any additional support
- help the learner negotiate any adjustments needed to enable learning with tutors and learning facilitators (see 'Supporting learning' below).

Learning establishments will usually have a learning support coordinator and may provide additional resources like study centres, extended library loans and additional tutor support. ULRs could make contact and ask about available support before signposting learners to providers.

Supporting learning

As a ULR you may be involved in directly supporting learners to access learning, or you may need to discuss learners' needs with tutors and other facilitators. This section suggests some considerations around learning with dyslexia and some options to support dyslexic learners to achieve in their learning.

Some learners will be fully aware of their support needs and able to let you know exactly what works for them. However, dyslexia can affect any type of learning, not just literacy and numeracy skills. Apart from learners whose difficulties are already identified, you are very likely to meet others who are reluctant or fearful to admit to having underlying challenges.

It is therefore important to be alert to signs of potential dyslexia (refer back to '[Signs of dyslexia](#)' on page 8) but strategies and workarounds are often simple and cost nothing.

One useful way that you can think about dyslexia and learning is as a different set of preferences around ways of learning. From this viewpoint there are many strategies for good general teaching practice that will help both dyslexic and non-dyslexic learners alike.

For example, good tutors or learning facilitators will:

- use methods other than just reading and writing
- give an overview of a topic before going into the detail, to aid understanding of how the parts of the information fit together to form a whole
- present learning in bite-sized chunks of information for learners to absorb before moving onto a new topic
- revisit information many times, at regular intervals, to help with transferring information from short-term memory to long-term memory and make learning stick
- avoid acronyms, overly complex language or phrases open to misinterpretation
- express explanations in more than one way
- watch out for slower processing speeds, difficulties with verbal fluency and word recall
- be patient and give learners time to respond to questions
- give out reading materials in advance
- make sure all materials in the classroom are read out loud.

Adopting these practices for all learners means no individual learner is singled out as being different or having additional needs to others.

However, dyslexia can present challenges that require additional solutions, which we look at later in this guide.



“Avoid acronyms, overly complex language or phrases open to misinterpretation.”

Reading skills and dyslexia

Many dyslexic adults read fluently, but for some their dyslexia can impact on their reading so that it affects their learning, work and personal lives. Difficulties can include:

- taking longer to read handouts, assignment briefs, emails, reports and documents
- forgetting what they have just read
- misreading or skipping words
- losing concentration when reading
- experiencing 'visual stress' leading to tiredness, or the text moving around the page
- confusing similar-looking letters and numbers, for example b / d and 3 / 8
- losing their place on a line or page, or skipping lines without realising it.

Suggested strategies for supporting reading skills

- Allow plenty of time for learners to read and complete tasks.
- Prepare information in other formats, for example audio or videotape, drawings, diagrams, graphs and flowcharts.
- Offer coaching or mentoring from someone who is already comfortable with and knows about the topic being learned.
- Discuss the material, offering summaries and key points.
- Ask for volunteers to read the whiteboard, screen and handouts.
- Encourage the use of text-to-speech software on a computer and smartphone to help with reading and proofreading documents.



“Tinted reading overlays or coloured reading rulers can help.”

More reading strategies

- Tint the background on a computer screen.
- Provide tinted overlays or reading rulers (see ‘[Further information](#)’ on page 37).

When creating classroom materials:

1. use sans serif fonts such as Arial, Calibri, Century Gothic, Open Sans, Tahoma, Trebuchet or Verdana
2. enlarge the font to 12 or 14
3. use lower case, which supports reading
4. print on the preferred colour of paper
5. change the line spacing to 1.5
6. use highlighters to identify important points in documents.

Writing skills and dyslexia

Dyslexic people may have difficulties with one or more writing skills including:

- note-taking in the classroom
- getting ideas down on paper
- structuring a piece of writing
- writing speed
- making drafts
- handwriting
- punctuation and grammar
- spelling
- not seeing errors
- typing inaccurately
- copying inaccurately.

Suggested strategies for supporting writing skills

- Give oral as well as written information.
- Write down important information.

- Encourage mind mapping of ideas prior to writing assignments. Make a group mind map to support individuals.
- Give the learner additional classroom notes or find a trusted colleague to take notes on behalf of the individual.
- Encourage learners to record sessions or, if data protection concerns apply, parts of sessions.
- Encourage learners to dictate on the computer or their smartphone to capture ideas.
- Encourage the use of dictation, or audible aids like Siri or Google Assistant, for correct spellings.
- Offer an alternative quiet place for the learner to complete complex tasks.
- Offer to scribe (handwrite or type) the learner's ideas.
- Do not use red pens when marking learners' assignments to keep the tone of feedback positive: use a different colour.
- Put essential spellings on the whiteboard or on a handout.
- Give additional time in timed tests/exams. Twenty-five per cent is usual.
- Offer a verbal test where the tutor reads and writes the learner's ideas.

Difficulties with memory

Challenges dyslexic people can face include:

- following a sequence of instructions or directions
- taking notes in class
- taking phone messages
- giving directions and remembering left and right
- processing information at speed.

Issues with meetings

Dyslexic people can find meetings challenging because of difficulties with:

- retaining information
- identifying main points or action points
- taking notes accurately
- presenting thoughts orally
- organising thoughts into a sequence.

Suggested strategies for issues with memory and meetings can include:

- Record meetings and conversations (if data protection rules do not apply).
- Ask people not to use acronyms.
- Use a laptop to take notes.
- Allocate someone else to take notes.
- Repeat information back to check it is accurate.
- Ask people to put oral information in writing.
- Practise what to say before a meeting.

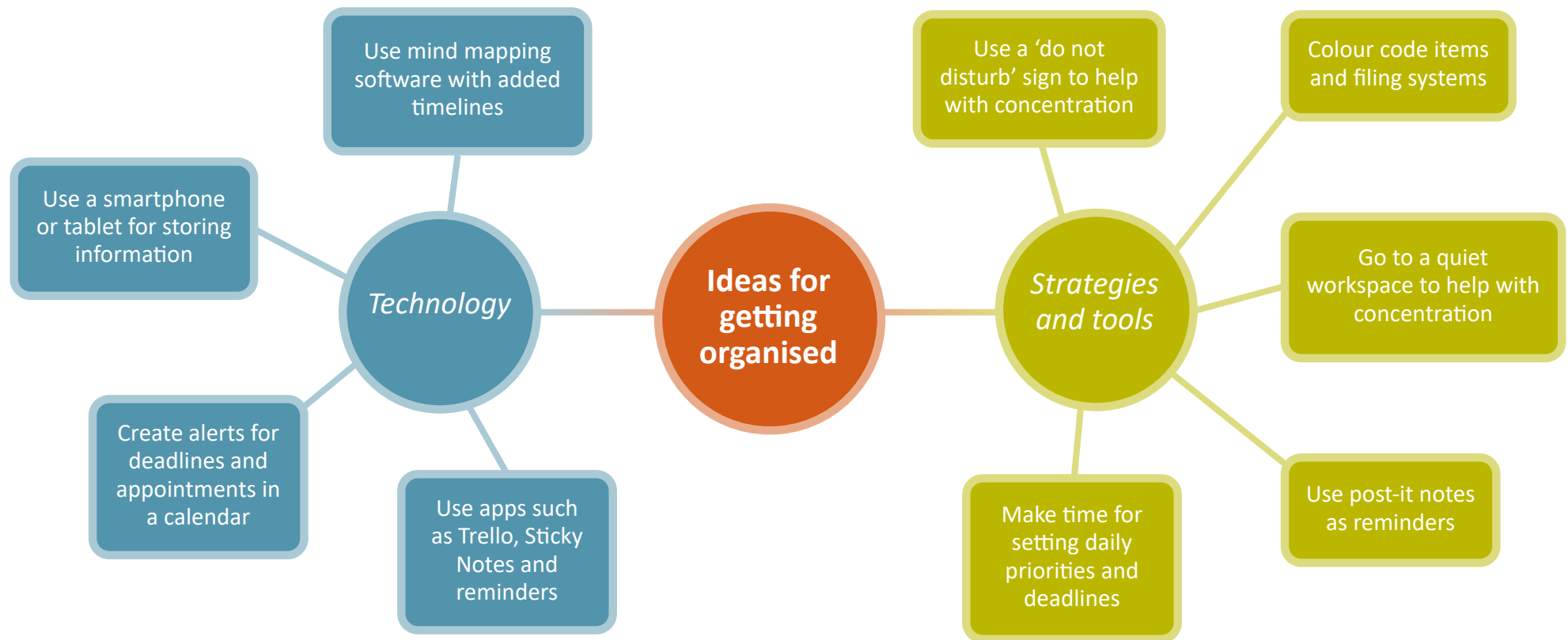


“Dyslexic people can find meetings challenging.”

Organisational skills

Challenges with organisational skills may include:

- managing a workload
- multi-tasking in general
- taking more time to master new routines or processes
- setting priorities and meeting deadlines
- remembering appointments.



Section 4

Learner stories



[Section 4]

Learner stories

Shirin's story

I struggled to read from an early age and was called stupid for most of my life. I wanted to help my son with his reading and his homework but found I really struggled and felt really foolish in front of him.

I enrolled onto a basic literacy course at a local college. I found the course rather difficult but the teacher was sensitive and tried different ways of teaching and supporting me. She showed me how to use my smartphone to find spellings and also how to dictate my ideas for my coursework into an email.

After completing two more English courses I enrolled onto a GCSE English course. The teacher thought my difficulties related to dyslexia and sent me to

the college learning support department, which had a specialist teacher who confirmed that I had dyslexia. This helped me to achieve my GCSE as I was given additional tutoring to support my dyslexia and in the exam I had 25 per cent additional time; this helped me to reread and to proofread my answers.

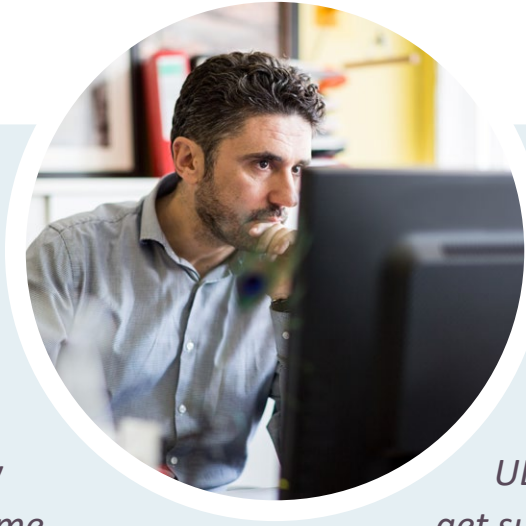
Throughout this time I attended workplace courses and then I applied to become a union learning rep. Now I encourage others to attend courses, to find the support they need and to gain qualifications in the subjects they are interested in.



Mark's story

I have worked as an administrator in the public sector for 20 years. My job involves reading, writing and filing documents and I do my job really well. However, I do spend additional time proofreading my work and often write an email five or six times before I'm confident to send it.

My union learning rep encouraged me to take a course on report writing and the workplace learning tutor noticed my difficulties and suggested I may be dyslexic. She helped me fill in a screening test and then I decided to pay for a full dyslexia assessment privately; my ULR negotiated with my union and they part-funded the diagnostic assessment with me.



After the assessment I was shocked that I was dyslexic and I think I went into denial for a while. However, my ULR helped me to see that I could now get support when on courses and in exams.

I was also given some software that tinted the PC screen yellow and read the text out loud. This really helped me at work and when studying. I found I could proofread my emails and assignments better this way, as well as retain information after reading.

Section 5

How technology can help



[Section 5]

How technology can help

Technology can offer many potential solutions to challenges facing dyslexic learners and employees. There are numerous software packages and apps available, and it can be quite difficult to know which ones will be most useful. In this section we list some practitioner-recommended tools that dyslexic learners have found helpful.

Software and tools

1. **Texthelp Read&Write** is software that reads documents, files, emails and web pages out loud. This can improve comprehension and proofreading skills, because the reader can focus on the content and not be distracted by vocabulary that is not immediately recognised. It also tints the screen from a choice of colours and has a ruler to support the eyes while reading. Predictive text helps with spelling: texthelp.com/en-gb/products/read-write
2. **Grammarly** is a web-based platform that checks the spelling and grammar in a document: grammarly.com
3. **BrowseAloud** is a web-based 'add on' that reads out loud the text on websites: texthelp.com/en-gb/products/browsealoud



“There are numerous software packages and apps available.”

4. **Dictation** supports the writing process because the writer focuses on speaking ideas rather than being distracted by challenges with spelling and the process of writing. Most computers have built-in dictation software and microphones. Many dyslexic students and employees use Dragon software to help capture their ideas on paper. A computer and a good-quality microphone is required: nuance.com/en-gb/dragon
5. **Mind mapping** involves creating a diagram that people use to organise information. It shows relationships among pieces of the whole. It is often created around a single idea, with images, words or phrases added. Mind maps are a type of spider diagram. Many dyslexic students and employees use mind maps to plan ideas and tasks. Software packages for mind mapping include Inspiration, Mindjet MindManager, Mind Mapper.
6. **Scanning pens** are designed to help readers of all abilities access the written word. The device is scanned over words and phrases and it reads them out loud, giving the user the independence to read on their own: scanningpens.co.uk
7. **Livescribe** is a pen that syncs handwritten notes to a mobile device: livescribe.com/site
8. **Trello** is a web-based platform where information and tasks can be planned, organised and shared in a visual way: trello.com; **Monday** is a visual project management tool that enables teams to plan, organise and work together: monday.com



“Many dyslexic students and employees use mind maps to plan ideas and tasks.”

Smartphones – built-in features

Dictaphones and audio recorders on smartphones are helpful for recording lectures, conversations and ideas.

Voice recognition can help those who struggle to communicate in writing. This built-in feature enables the user to speak a single word to gain quick access to its spelling or to speak their thoughts directly into an email or social media apps. Because the speaker does not have to think about spelling and word order their ideas often flow more easily. Dictation therefore can increase writing production with fewer errors.

Read back features are also built into smartphones. Some smartphones automatically read text such as emails, texts, websites and PDFs. Other smartphones need to have an app downloaded to support read-back features.

Predictive text suggests the complete word the user wants from the characters they have started to key in. It also predicts what words they are going to type next based on what they have entered in the past. This helps with correct spelling and faster typing. However, the user needs good word-recognition skills to find this feature useful.

Smartphones – useful apps available

Apps that read a photograph of text will read out loud from a photograph of a poster, sign or document. Examples are Claro and Braigo.

Talking calculators helps verify numbers that have been entered and reads answers.

Apps to support note taking will record meetings and classroom lectures. There are many apps that do this, and also ones that organise, colour code and edit recordings such as Sonocent.

Apps to support organising tasks such as Trello, Monday, Google Keep and Sticky Notes. Reminders can be set on calendars to help with memory.

Mind mapping: there are many of these online in app stores. MindNode, Mindley and MindMaster are some that are available. It is important to choose one that suits an individual's needs.

Section 6

Initial assessment checklist

On the following page is an example of a simple checklist to use with learners. It will help highlight potential learning challenges, which you can then discuss in more detail.

Barriers to learning: filling in this chart will help your workplace learning tutor understand how to help and support you.

Initial assessment checklist			
Learner's name:	<i>I am confident</i>	<i>I have some skills</i>	<i>I am not confident</i>
Speaking and listening			
Listening and following a discussion			
Listening and following instructions			
Contributing to a discussion			
Writing skills			
Taking notes in class			
Writing on flipcharts			
Planning assignments			
Expressing ideas in writing			
Writing emails			
Spelling			
Punctuation			
Grammar			

Initial assessment checklist (continued)			
	<i>I am confident</i>	<i>I have some skills</i>	<i>I am not confident</i>
Reading skills			
Following technical manuals			
Recognising words			
Sounding out words			
Reading a text			
Recalling what has just been read			
Reading out loud			
Can I deal with text looking blurred or moving around?			
Research skills			
Finding information			
Using a library			
Using the internet			

Initial assessment checklist (continued)			
	<i>I am confident</i>	<i>I have some skills</i>	<i>I am not confident</i>
Online learning			
Logging into a virtual classroom			
Navigating a virtual classroom			
Uploading files			
Finding teacher notes/files			
Having an on-line discussion			

Section 7

Further information

Here are some links to organisations and additional online resources that you may find useful for supporting dyslexic learners.

Access to Work is a government scheme to provide advice and financial support to people whose disability affects the way they do their job: www.gov.uk/access-to-work/apply

Adult dyslexia checklist from the British Dyslexia Association is a downloadable questionnaire to help screen for dyslexia: <https://bit.ly/2VqsRl1>

British Dyslexia Association (BDA) has dyslexia awareness training packages as well as e-learning modules for educators and for workplace needs: bdadyslexia.org.uk/services/training
It also has a New Technologies Committee, offering updates on the latest assistive technology and apps: <https://bdatech.org>

Crossbow Education offers dyslexia and visual stress solutions including coloured overlays for reading: crossboweducation.com/visual-stress-symptoms-and-solutions

Diagnostic assessments by licensed specialist teachers can be arranged via: www.patoss-dyslexia.org/ and www.bdadyslexia.org.uk/services/assessments

Dyslexia: in our own words is UNISON's excellent overview to help activists and ULRs better understand dyslexia. It contains lots of useful advice on how to help and support colleagues who are, or may be, dyslexic: <https://bit.ly/3aA47eu>

Dyslexia in the Workplace is the TUC's practical guide, which shows workplace reps how they can help and support dyslexic members facing problems at work: <https://bit.ly/34XB4QY>

Equality and Human Rights Commission promotes and upholds equality and human rights ideals and laws across the UK: equalityhumanrights.com

Exceptional Individuals is an employment agency for neurodiverse people: exceptionalindividuals.com

Reasonable adjustments disability passports help establish continuity in workplace adjustments for disabled workers. The TUC's guide is at: <https://bit.ly/3acB40g>

Screening test – DyslexiaPlus is a tool to assess individual profiles that suits those with overlapping neurodiverse conditions. There is a fee: <https://profiler.app/dyslexia-2>

Screening test – Pico-QuickScreen is an online dyslexia test that gives a comprehensive detailed report outlining results for indicators of dyslexia, a learning skills profile, and recommendations for improving and accommodating difficulties. There is a small fee: bdadyslexia.org.uk/shop/assured/pico-quickscreen-dyslexia-test

Training for specialist software, smartphones and apps, and workplace strategies coaching: independent-trainers.com/independenttrainers

TSSA neurodiversity programme:
tssa.org.uk/en/Equalities/dyslexia/index.cfm

Published by unionlearn
Congress House
London WC1B 3LS

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unionlearn.org.uk

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July 2020
ISBN 978 1 911288 74 9

Design by TUC
Photos by Getty Images

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