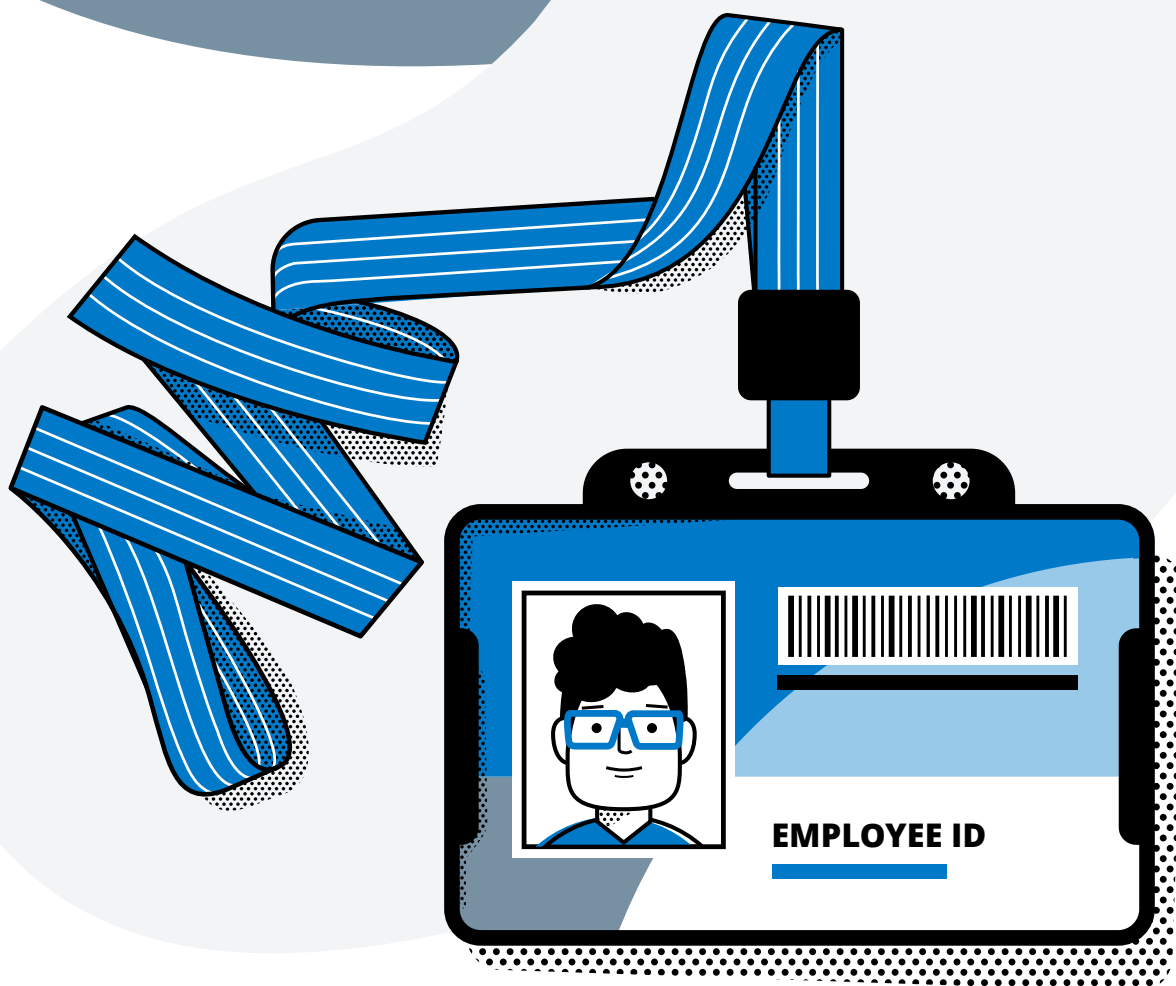


Dyslexia Friendly Workplaces

A guide for employers



Contents

Welcome	
Introduction	3
About the British Dyslexia Association	4
Section 1	
What is Dyslexia?	5
Section 2	
Dyslexia in the workplace	7
Section 3	
Creating a dyslexia friendly workplace	13
Section 4	
How the BDA can support	27
Appendix 1	
Definitions	28
Appendix 2	
Screening and assessments	30
Appendix 3	
Reasonable adjustments	32

Introduction

The 21st century workplace is changing fast. Digital and artificial technologies are transforming many traditional jobs. New roles and ways of working are being developed which require different skills. Increasingly, employers are recognising the value of having a workforce that thinks differently and some organisations now actively target dyslexic individuals when recruiting for roles.

Being dyslexic can bring strengths which can be uniquely beneficial to the workplace. In a study of the factors dyslexic adults attributed their success to, 72% listed their strengths in areas such as atypical problem solving, determination, empathy, pattern recognition, creativity and entrepreneurial thinking styles. 'Dyslexic thinking' is now recognised as a professional skill on LinkedIn and more organisations are acknowledging the power of divergent thinking to bring new approaches and solutions to the world of work.

Dyslexia affects around 10% of the population, so dyslexic employees will form a significant proportion of any workforce. Dyslexia is a recognised disability under the Equality Act 2010 which places legal duties on employers to make reasonable adjustments. Most dyslexic employees can be supported by simple reasonable adjustments which are low cost, easy to implement and benefit everyone.

Many of these adjustments could in fact benefit all employees and increase productivity across the organisation: good practice for dyslexic workers is usually good practice for all workers. The guiding principle of a dyslexia friendly workplace is to focus on the individual's needs, and to build dyslexia friendly practices into existing policies, processes, and structures.

This Good Practice Guide has been developed as a concise and practical guide which offers employers accessible, actionable advice at an operational level to help achieve a Dyslexia friendly workplace.

¹Defining the skills citizens will need in the future world of work. McKinsey & Company 2021

²Self-fulfilment with Dyslexia: A blueprint for success. Malpas 2017

About the British Dyslexia Association

We believe that everyone with dyslexia should be able to reach their full potential in life. We campaign for an inclusive society that acknowledges, accepts and empowers individuals with dyslexia so that we can help create a kinder, fairer and stronger world.

Around 10% of the population has dyslexia. Dyslexia doesn't discriminate, occurring across all ethnicities and in people from all social groups. A vast number of individuals are undiagnosed and do not receive adequate support.

As a result, they face daily barriers: in education, in the workplace and in life. They may be excluded from activities, shamed for their differences or simply disregarded. Too many children and adults with dyslexia find it hard to thrive within a system that often fails to recognise, value or encourage them. And as a society, we are poorer for it.

At the British Dyslexia Association, we want to help all children and adults with dyslexia flourish. We believe that our world should welcome different ways of thinking and celebrate neurodiversity. By representing our community as the voice of dyslexia, we aim to ensure that all members of society, and especially those most disadvantaged and least privileged, receive the support they deserve.

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We advocate for change in three ways

Firstly, we cultivate and maintain expertise in the field. For over fifty years we have been at the forefront of knowledge and understanding about dyslexia. We set the standard for professional training and work closely with researchers to enable continued learning and development in our sector. We provide expert information and resources about dyslexia.

Secondly, we engage widely with all stakeholders. We run a free helpline for the general public and regularly deliver events and webinars for groups or organisations to raise awareness and disseminate best practice. We liaise regularly with our members and work closely with our fantastic network of Local Dyslexia Associations who provide local knowledge and assistance. We collaborate with other organisations working in our sector to strengthen our approach.

Finally, we empower people living with dyslexia. We support individuals seeking screening or assessment and help them to understand their statutory rights. We work with schools, employers and other organisations to encourage inclusive practice. We work with policymakers both locally and nationally to challenge the current status quo and call for changes that unlock the potential of our community.

We welcome you on this journey with us as, together, we create a dyslexia-friendly society.

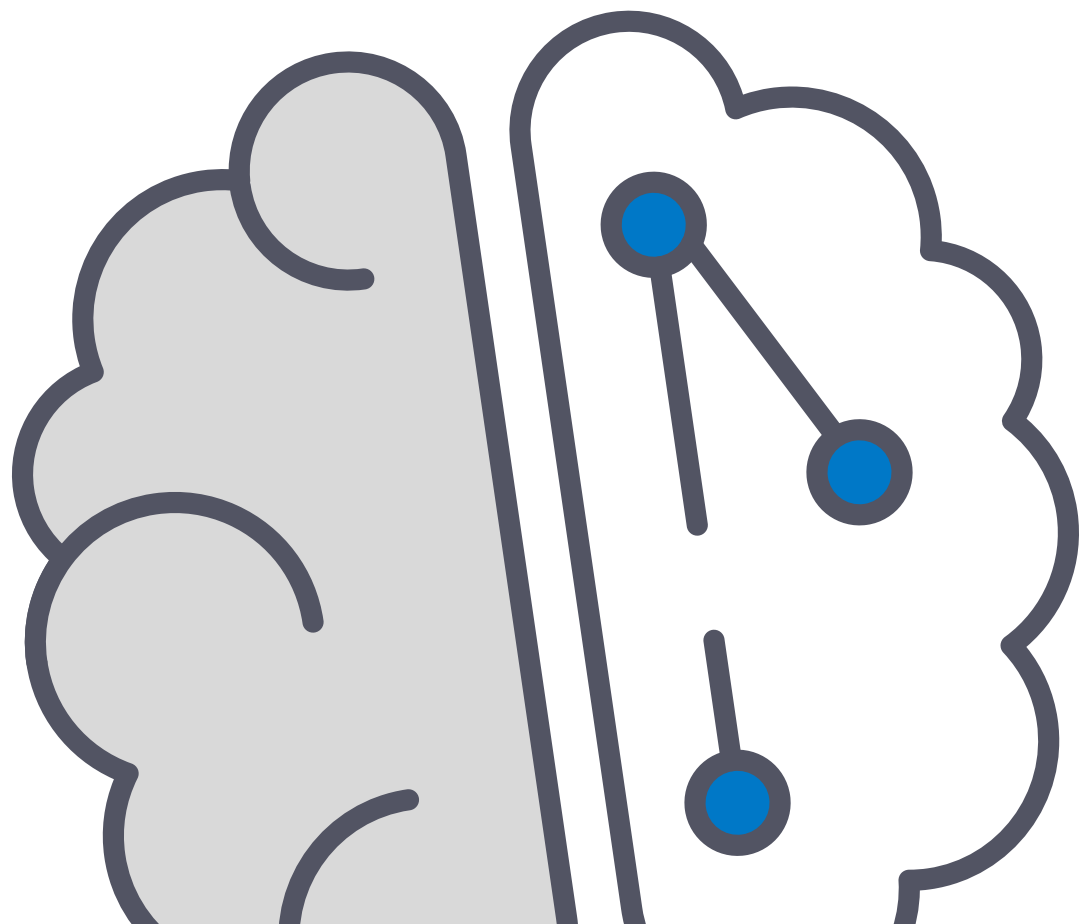
Section 1

What is dyslexia?

Dyslexia is a lifelong genetic neurological learning difference that affects around 10% of the population. It primarily affects the way people process and remember information, especially written information. Its impact ranges from mild to severe, with around 4% of people thought to be severely affected. Dyslexia occurs regardless of gender, race, culture, class, or level of intelligence. Some dyslexic people also have other specific learning differences such as dyscalculia, dyspraxia, or ADHD.

Some dyslexic people also experience visual discomfort or disturbance when they read. These difficulties may significantly impair reading ability or make reading very tiring. They are separate from dyslexia and can be experienced by both dyslexic and non-dyslexic individuals. These difficulties should be investigated by a registered optometrist.

It is important to remember that no two dyslexic people are the same. Each will have their own strengths and challenges. Everyone will bring their own skillset and experience and a different way of thinking to the workplace.



Section 1

What is dyslexia?

Definition of Dyslexia

The BDA have adopted the Rose definition of dyslexia:

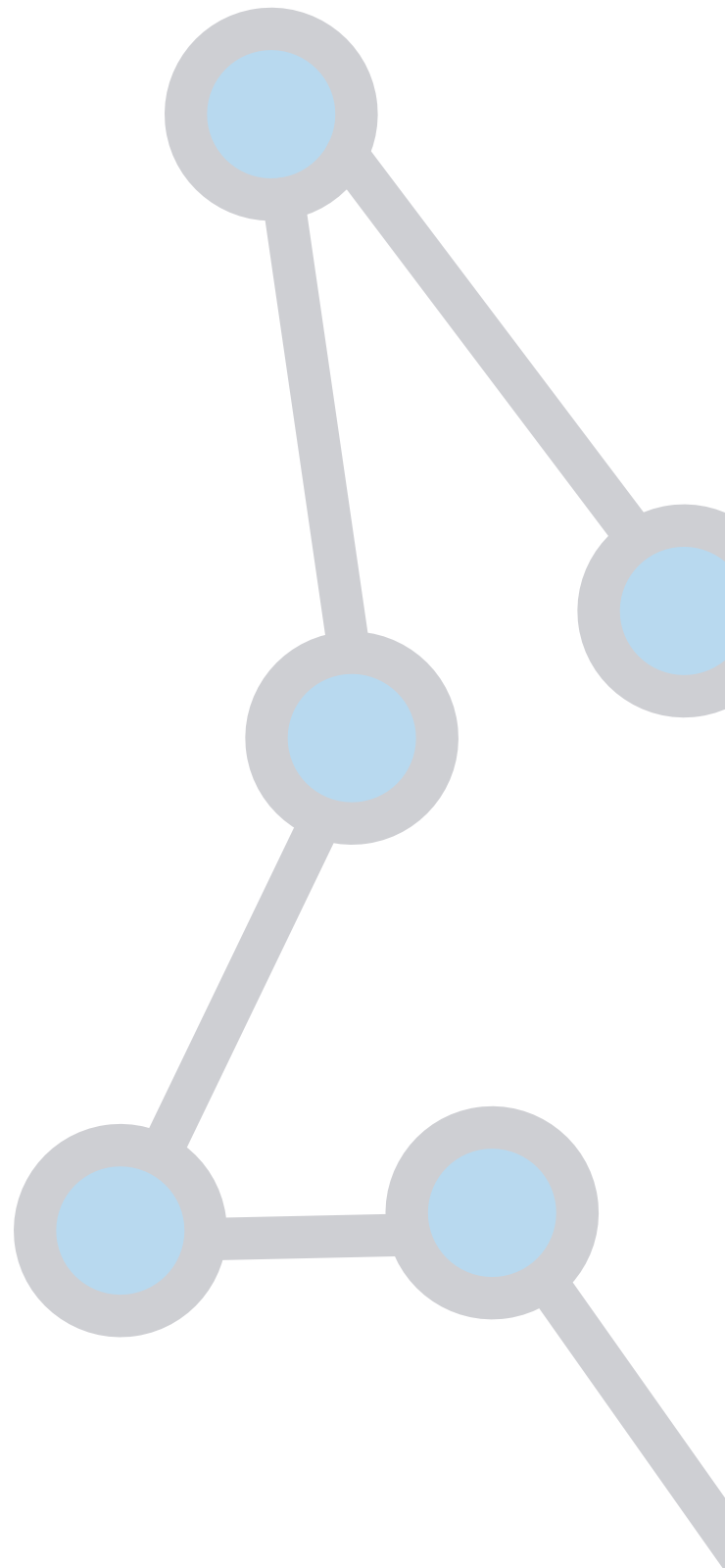
‘Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration, and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.’

In addition to these characteristics:

The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

Definitions of co-occurring difficulties can be found in Appendix 1.

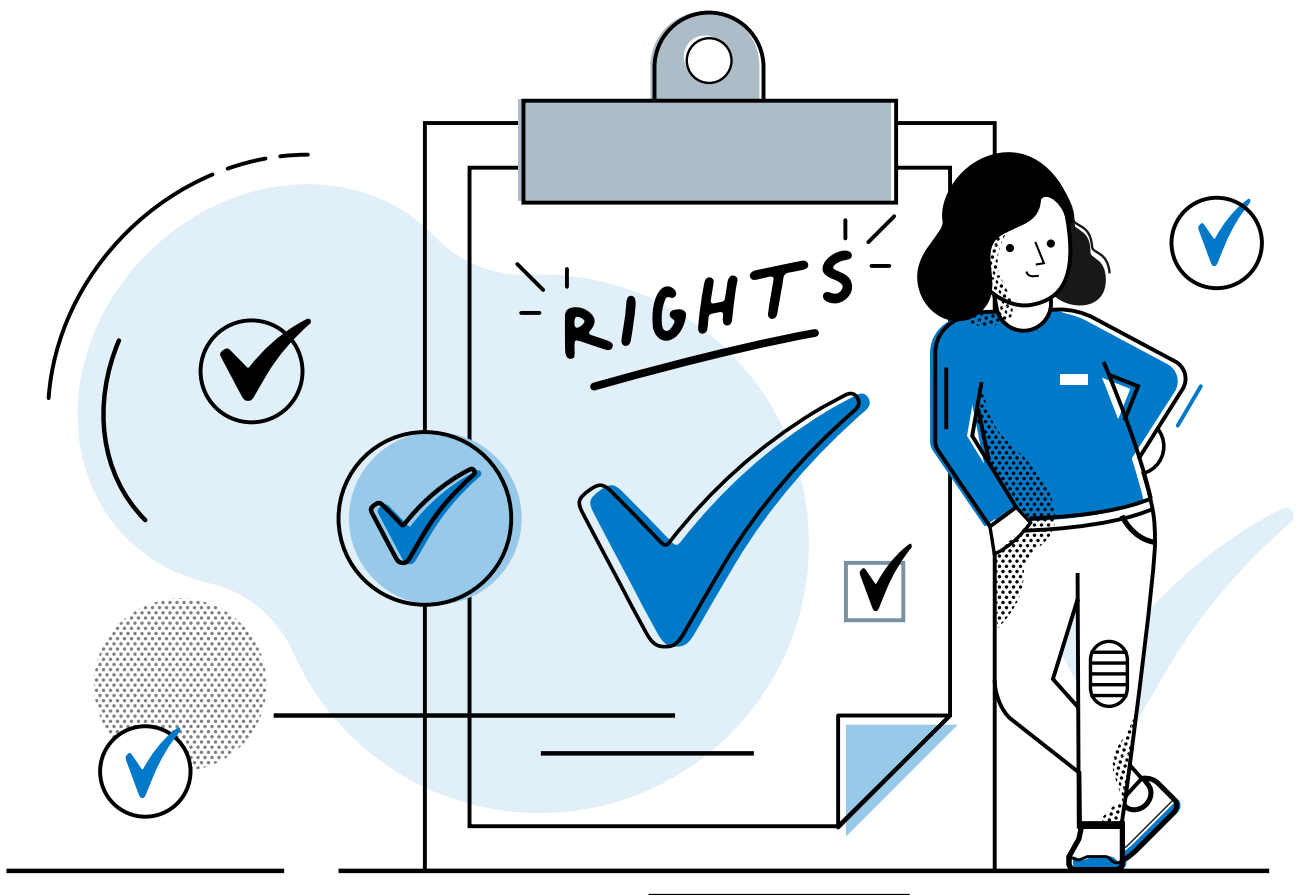


Section 2

Dyslexia in the workplace

Dyslexia is a recognised disability under the Equality Act 2010. The Equality Act prohibits discrimination against disabled people in employment, both directly and indirectly. Employers are required to make reasonable adjustments so that they do not substantially disadvantage a disabled employee or prospective employee, compared to someone without that protected characteristic.

Dyslexia is a hidden disability and many of the signs of dyslexia are not obvious in the way that depression, anxiety, or a physical disability can be. In addition, dyslexia is not routinely identified at school and assessments usually need to be privately funded. Cost can be a prohibitive factor and many dyslexic people are undiagnosed because of this. Others may have been formally diagnosed as a child but will not have evidence of the diagnosis as “proof” that they are dyslexic.



Section 2

Dyslexia in the workplace

Adopting a dyslexia friendly approach

An employer does not have to make reasonable adjustments if they do not know and could not reasonably be expected to know that someone is dyslexic, but determining this may not be straightforward and the focus should be on supporting individual needs. Adopting a dyslexia friendly approach across the organisation is often the simplest and most cost-effective way to help and can benefit all employees.

The following can help to achieve this:

Developing an accessible and inclusive culture.

Sadly, there is still a stigma attached to dyslexia. Some dyslexic individuals do not feel confident in disclosing that they are dyslexic for fear that it will be misunderstood and will prejudice their chances of selection and success. They may have had a negative experience of dyslexia during their education, or in previous employment. Others may never have been formally diagnosed as dyslexic and may think their challenges are due to a lack of ability. An accessible and inclusive culture, with a clearly communicated inclusion policy will encourage higher rates of disclosure from dyslexic individuals and support those with undiagnosed dyslexic challenges.



Simple changes or adjustments can make a big difference

Offering Assistive Technology across the organisation.

Assistive technology (AT) can be game changing for individuals with dyslexia and other specific learning difficulties. It can also improve productivity for other employees. Innovative technology is widely available and often easily affordable for employers. Increasingly, basic provision such as dictation and screen reading technology, and enhanced spell-checking options are being integrated into standard software or are available as free downloads or mobile phone apps.

Offering reasonable adjustments

Offering reasonable adjustments as a standard part of the recruitment and onboarding process, to ensure that dyslexic candidates have the best opportunity to demonstrate their skills from the start. This might include the use of text reading and dictation software. Allowing colleagues to proofread. Providing information in different formats, providing reading material in advance of meetings or allowing a little extra time to complete a task.

Reviewing company policies

Reviewing company policies to ensure that company policies that apply to all staff do not indirectly discriminate those with dyslexia and other related neurodivergent conditions. Simple changes or adjustments can make a big difference.

Section 2

Dyslexia in the workplace



Encouraging senior members to disclose their dyslexia

Senior staff can set an example by openly talking about dyslexia and their own journey. This can help highlight that dyslexia is not a barrier to success within the organisation.

Hosting a Dyslexia support network

A dyslexia support network, set up and run by dyslexic employees can provide valuable support. Dyslexia networks can also be used as a review group to ensure that processes, structure and procedures are accessible to those with dyslexia and other neurodivergent conditions. These networks can also organise training and awareness events, including support for the annual Dyslexia Awareness Week which takes place each year in the first week of October.

Ensuring awareness training for staff

Ensuring awareness training for staff and especially for those responsible for recruitment ensures that all staff have a good awareness and understanding of dyslexia, how it can impact individuals in the workplace and how they can help support dyslexic colleagues.

Mentoring schemes

Encourage senior members of staff with dyslexia to offer mentoring to new staff.

Workplace strategy coaching

Coaching from specialists who understand how to support dyslexia in the workplace can help individuals to identify and develop their own coping strategies, integrate assistive technology into their everyday working and become independent workers.

Section 2

Dyslexia in the workplace

How to spot a dyslexic employee

Unlike physical difficulties, hidden disabilities such as dyslexia and other specific learning differences are not readily apparent. As a result, they are often either unseen or misunderstood, and ignorance or prejudice can be widespread.

There is a common misconception that dyslexia only affects reading and spelling ability. Many dyslexic adults will have no visible signs of these difficulties as they have developed good coping strategies. Other difficulties associated with dyslexia are frequently misinterpreted and may be seen as performance or conduct issues, or a lack of ability, knowledge, or intelligence.

Part of supporting dyslexic employees will be understanding the various ways in which dyslexia can affect an employee, and therefore on-going awareness training for all staff is essential.

It is important to recognise that no two dyslexic people are the same, and that dyslexia can frequently occur with other neurodivergent conditions so may be part of a bigger picture. The following are some key indicators that may suggest that an employee is dyslexic. This is not a definitive list, and not all of the indicators below will apply to all dyslexic people.

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Many dyslexic adults will have no visible signs of these difficulties

Can be slower to respond to questions

Dyslexic individuals may be slower to respond when asked a question. This is because they may need additional time to process what has been said and form a response. Retrieving information from memory can also take additional time for some. It is important to recognise this as a processing challenge and allow them more “thinking time”. Do not assume that they have not heard, do not understand the question or are being disrespectful in their lack of an immediate response.

Difficulties with organisation or time management

Dyslexia can also have an impact on executive functioning skills, so that individuals may have difficulty with organisation, time-management, planning and prioritisation. As a result, they may be late for meetings, mislay important information, or miss deadlines. These may be seen as conduct or performance issues, when in fact they are associated with dyslexic difficulties. Most can be supported through simple reasonable adjustments and coaching to develop individual strategies.

Appear to tire easily

This is most likely because they are working additional hours, often unseen, to keep up with work. Sensitively exploring their individual challenges can identify simple adjustments which can help overcome this.

Section 2

Dyslexia in the workplace

May appear resistant to change/ new systems/processes

It can take dyslexic individuals longer to learn new systems and processes. They may need to go over things repeatedly for them to bed in and become automatic. As a result of this they can sometimes appear to be inflexible or resistant to change within the organisation. New processes and systems can often mean that their existing coping strategies no longer work, and they will need help, support and time to develop new strategies and for these to be effective.

Reluctant to take notes in meetings

Difficulties with working memory and a slower speed of processing information can impact on activities which require multi-tasking. This may be visible as an apparent reluctance to take notes in meetings. It is likely that the individual finds this challenging because they cannot focus on the conversation and take notes at the same time. Especially if spelling is not automatic and they have to take time to retrieve the spelling from memory. A simple solution is to delegate note taking to a colleague. Note taking software, and devices which enable the meeting to be recorded are other alternative adjustments and useful for situations when a human note-taker is not available or not appropriate.

Find it harder to engage in group discussions

Working memory and processing difficulties may mean that some individuals may not fully engage in group discussions, although they may be quite vocal on a one-to-one basis. Group discussions can move fast, which may not allow sufficient time for an individual to process what has been said, and form a response, before the discussion moves on.

Providing agendas and information in advance of meetings can help mitigate this. Allowing time for individuals to ask their own questions can also help to ensure that everyone has a chance to contribute to the discussion.

Written reports don't match verbal ability

Spelling, punctuation, and grammar can be a challenge for some dyslexic individuals, although these difficulties are often hidden by good coping strategies. It is important to look for those individuals whose written work does not match their verbal ability.

They may be choosing alternative words which they know how to spell. They may be struggling to communicate a point succinctly. They may take longer than expected to produce meeting notes and reports, often missing, or working up to the deadline.

Assistive technology such as mind mapping software, dictation software and screen readers can help some. Others will benefit from the use of standard templates, words, or phrases that they can use to write reports and presentations.

Section 2

Dyslexia in the workplace

Prefer to phone or talk face to face rather than email

This may be another indication of hidden written challenges. Most dyslexic individuals have a strong verbal ability and most find it easier to communicate verbally than put their ideas into written words.

Easily distracted/difficult to focus/concentrate

Some dyslexic individuals find it difficult to focus or concentrate for long periods of time. They may be easily distracted by noise or movement in the office. This can be a particular difficulty in open plan offices. Allowing frequent rest breaks, quiet spaces to work, and turning off notifications on a computer can all aid concentration.

Some company policies such as hot desking, or a requirement to stay logged into company notifications can indirectly discriminate against dyslexic employees because they have a worse effect on dyslexic employees than their colleagues. Policies should be reviewed to ensure that they are inclusive for all or allow an opt-out option for those who would be at a particular disadvantage.

Forget messages – especially verbal ones

Dyslexic people can appear forgetful, especially with messages or instructions that are only given verbally. Putting verbal requests/conversations into writing as a follow-up to the conversation can help with this. Remember too, that using alternative means to communicate information such as diagrams, pictures and videos can also aid memory.

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Most dyslexic individuals have a strong verbal ability

Section 3

Creating a dyslexia friendly workplace

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Recruitment

Progressive organisations are realising the benefits of inclusive and accessible workplaces which encourage and support a diverse workforce. But many are missing out on neurodivergent talent because their recruitment practices and selection criteria present barriers. These stop dyslexic individuals from applying or reduce their chances of being selected for interview.

According to research by the CIPD, 67% of organisations report that their line managers follow objective assessment and scoring criteria when recruiting, but less than a third train all interviewers on the legal obligations and objective interview practice. Fewer still make efforts to ensure that they remove the possibility of recruitment bias through testing the words of job adverts or checking that the selection tests they use are valid, reliable, and objective.

Dyslexia should not be a barrier to selection for interview where the candidate meets the criteria for the role. Often the criteria used to select people is not truly predictive of their performance in a role, or the application process prohibits or disadvantages them.

Inclusive and accessible recruitment starts by considering individual roles and the key skills that an individual needs to successfully carry out that role. Identifying how reasonable adjustments could be made should also be part of this process.



Section 3

Creating a dyslexia friendly workplace

Recruiting managers may need to be offered training to ensure that the criteria they use to select people is truly predictive of their ability to do the role, and that they create an assessment process that can objectively assess this in candidates. Dyslexia awareness training is one of the services offered by the BDA and is frequently made as a recommendation in workplace needs assessments.

Online recruitment processes can be challenging for some dyslexic individuals and may prevent them from applying for a role that they would be ideally suited to. Most vacancies are now advertised almost exclusively online, so it is important that accessibility is factored in. Any recruitment technology used in the selection process must provide a fair and inclusive experience for everyone.

Job Adverts

Accessible adverts

Adverts should be written in simple everyday language and avoid using jargon. Use an active (not passive) voice, with plenty of space and a direct message. This information should be presented in a clear, sans serif large font, avoiding italics and placed in a box. Adverts must be accessible to those using screen reading software, and for those with a visual impairment.

Inclusive adverts

Adverts should be reviewed to ensure that they do not ask for qualifications, skills or experience which are unnecessary for the specific role.

Application Forms

Range of Formats

Application forms should be made available in a range of formats, such as online, by email attachment, and with the ability to print off and complete a paper version.

Consider allowing applicants to use other formats such as uploading a short video, or attaching an existing CV which could be used as an alternative means of applying. Any additional information critical to the application could be captured later via a phone call or face to face meeting.

Online applications must have a drafting and saving facility so that they do not need to be completed in one sitting. Applications should not time out unnecessarily. They should integrate spell checking facilities.

Covering letters

Usually, a typed cover letter or email will accompany an application. For some roles, this could be supplemented by or replaced by a short video that the applicant could upload introducing themselves and their application.

Encouraging disclosure

Consider whether to include a question on disclosing a disability and explain company policy on how and when to request reasonable adjustments during the recruitment phase.

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It is important
that accessibility
is factored in

Section 3

Creating a dyslexia friendly workplace

Selection testing

Shortlisting

The selection process should recognise the various attributes of each applicant. Matching their qualifications, abilities, skills, and experience to the requirements of the role.

Offering reasonable adjustments

Every dyslexic person is different. Individual candidates should be contacted to ask whether they require reasonable adjustments to access selection tests and interviews. Dyslexic candidates will have individual requirements which the recruitment process should accommodate if they are reasonable, from written tests through to the final interview.

Skills testing

Selection tests should be limited to those which assess the skills which are directly relevant to the position. For example, it is not necessary to test for numeracy or spelling accuracy if the job does not require it. Avoid timed tests which do not replicate time pressures in the job. Consider whether there are alternative ways to carry out the skills testing if the format of the test is creating a barrier.

Allowing extra time for timed tests

Dyslexic applicants may require 25% extra time in any timed tests. This enables a dyslexic candidate the opportunity to demonstrate their knowledge and abilities.

In assessment centres candidates eligible for extra time will need to be accommodated in a separate room so that they will not be disturbed by others leaving. Dyslexic people may be particularly susceptible to disturbance and may find it hard to get back on track after being disturbed.

Avoiding psychometric tests

Psychometric tests generally do not provide valid data on dyslexic candidates. Work sampling will provide information that is valid and useful.

Offering accessible formats

Consider allowing candidates to use various formats to complete the tests. A computer may be the preferred method for some, while others may need a computerised test to be printed off so that they can complete it by hand.

Allow the use of a reader or computer screen reading technology unless the selection test is assessing reading, and these accommodations could not be used for reading tasks as part of the role. Dyslexic candidates should not be required to transfer answers from a question sheet to a separate answer sheet unless this is a key requirement of the job role and cannot be adjusted.

Allowing extra time for reading case studies

Case studies where a significant amount of information must be absorbed and processed in a short space of time may be discriminatory for candidates with weaknesses in reading, comprehension, or working memory.

Case study material should therefore be offered in advance to allow time for processing. A modified case study, which simply excludes all superfluous detail could also be used.

Section 3

Creating a dyslexia friendly workplace

Tips for Interviews

- 1. Dyslexia awareness training for recruiting managers** Interviewers should have training to understand the impact of dyslexia in an interview situation, and to offer reasonable adjustments if appropriate. Increased awareness and understanding will help them be sensitive to possible weaknesses at interview, which may not be truly representative of an individual's ability to do the job.
- 2. Offering reasonable adjustments**
Candidates with known dyslexic difficulties should be contacted to ask if they need any reasonable adjustments to be made at the interview.
- 3. Allowing sufficient time to answer questions**
Stress can exacerbate difficulties with working memory and the speed of processing information, for some dyslexic individuals. They may need more time to take on board what is being said and to organise a reply.
- 4. Providing written questions as a reasonable adjustment**
It may be appropriate to have questions in front of them to refer to when answering. Long and complex questions should be broken down into a series of short questions.
- 5. Offering rest breaks for long interviews**
In long interviews, candidates should be invited to take a break. They should be allowed to leave the room for a short time.
- 6. Avoiding asking about specific dates/times**
These may be hard to recall. Some candidates can become verbally muddled when asked to remember specific dates from their employment history or put events into sequential order. It is better to put the question into context or enable a candidate to have a copy of their CV and refer to it during the interview.
- 7. Prompting may be needed**
Prompting may be needed where the CV indicates the candidate has certain knowledge and experience but is having difficulty sequencing thoughts and verbalising accurately. Prompting may also be necessary to elicit a fuller answer.

Section 3

Creating a dyslexia friendly workplace

Onboarding

Part of supporting diversity in the workplace is understanding the various ways in which dyslexia affects an individual employee. No two employees will have the same needs. It's worth sensitively exploring as part of the onboarding process with a new employee whether reasonable adjustments are required. This will be easier to explore if the workplace has a standard process to ask all employees about reasonable adjustments when joining the organisation.

A good onboarding experience will ensure that an employee feels valued and will reduce the amount of downtime in efficiency while they get up to speed. It is also likely to have a positive impact on their loyalty and retention.

Offering Reasonable Adjustments

The Equality Act 2010 requires an employer to implement reasonable adjustments when:

- They know, or could reasonably be expected to know, someone is disabled.
- A disabled staff member or job applicant asks for reasonable adjustments.
- Someone who's disabled is having difficulty with any part of their job.

The Equality Act says that there is a duty to make reasonable adjustments when someone who's disabled would be placed at a **substantial disadvantage** because of their disability compared with people who don't share that disability.

Some organisations continue to take a hard line, implementing reasonable adjustments only for those who can show formal evidence of their dyslexia, and proof that they are at a substantial disadvantage because of it.

But this approach is unlikely to be in the best interests of either the organisation or the employee. The cause of any disability or the diagnosis is not necessarily important when it comes to the provision of reasonable adjustments. It is the impact of the disability on the employee and their ability to carry out everyday tasks that is important.

Employers should focus on the needs of the individual and take positive steps to remove any barriers an employee may face because of their dyslexia. Every dyslexic person is different and will have different requirements for support. Adjustments only have to be made if it's reasonable to do so.

What's considered reasonable depends on the situation and will vary for each person and each organisation. It will depend upon things like:

- A person's disability.
- How practicable the changes are.
- The size of the organisation.
- The cost of the adjustment.

When a requested adjustment is not considered reasonable, working together with a dyslexic employee to find alternative solutions which are a reasonable adjustment is an approach most likely to create a successful outcome for both the employer and employee.

It is not possible to give a definitive list of what would be a reasonable adjustment as this will need to be considered on a case-by-case basis. The most common adjustments for dyslexic individuals tend to fall into the following categories:

- Assistive Technology and training on how to use the software
- Workplace Strategy Coaching
- Policy amendments

Section 3

Creating a dyslexia friendly workplace

Assistive technology (AT) can be an easy and cost-effective way to provide support for employees. Many jobs now involve computers and the most commonly used software packages have standard features such as dictation and screen reading ability built in to support accessibility and inclusion. These built-in tools may offer sufficient support for a great number of dyslexic people. Other dyslexic employees may need additional software products and applications that can be bought by employers to support any aspect of working. It is important to remember that all dyslexic people are different and may need access to different assistive technology. Identifying needs and exploring whether AT can support these needs should form part of the discussion on reasonable adjustments.

Assistive Technology training is essential to ensure that dyslexic employees understand and can benefit from using the many specialist features of the technology and integrate this into their specific roles. It is also important to ensure that all the technology provided is available in all work locations used by an individual employee.

Workplace Strategy Coaching should be delivered by a specialist workplace coach who has a good understanding of dyslexia and strategies that can be used to help support workplace challenges. The aim is to help support employees to develop their own coping strategies and encourage independent working.

Reviewing organisational policies and making changes to ensure that they are dyslexia friendly and do not disadvantage dyslexic employees. For example, policies such as hot-desking may impact disproportionately on dyslexic individuals who need to work in a quiet corner of the office so that they are not distracted by noise.



Section 3

Creating a dyslexia friendly workplace

How to identify reasonable adjustments

Most dyslexic employees will have a good awareness of their specific challenges and adjustments or technology they will need in their role, especially if they have received these adjustments in a previous organisation. Some may not require any adjustments to be made, some may need more significant support. Initiating a conversation about reasonable adjustments should help determine what is required. Some employees may benefit from a workplace needs assessment to look at the tasks of the specific job role and identify any challenges they may have so that the appropriate solutions for support can be identified and put in place.

A Workplace Needs Assessment explores potential adjustments through a semi-structured interview and job analysis, with the dyslexic individual, their manager, and a Human Resources professional. A formal needs assessment is most useful for employees who are new to work, or to a particular job role, or are newly diagnosed with dyslexia and do not have any previous experience of reasonable adjustments.

During the assessment it is important to determine:

The specific tasks and competencies of the job. The working environment, and any associated training and assessments that will feature.

The nature and impact of an individual's dyslexia, specifically in relation to the role. A diagnostic assessment report (from an assessment at any age) may help facilitate this process but may not always be available and should not be a requirement for an individual to have a workplace needs assessment or to receive reasonable adjustments.

Previous experience of using assistive technology and coping strategies and how feasible and effective these are for the new role.

An agreed set of reasonable adjustments to be implemented. These should be timed and costed. There should also be a plan of phased integration and identification of any support or training which will be needed for these adjustments to be implemented successfully.

Workplace Needs Assessments may sometimes take place in-house if the organisation has sufficient expertise to carry these out. Alternatively, the organisation may source an external provider.

Access to Work – a publicly funded service, provides practical advice and support for disabled employees and their employers. Access to work contributes to the additional employment costs that an employer would not normally be expected to cover. The proportion of costs an employer is expected to pay varies. The new employee will need to contact Access to Work to arrange this assessment. Not all employees will be aware of this scheme, so providing details as part of onboarding information will help raise awareness among those who may benefit. *(see Appendix 2)*

Private Workplace Needs Assessments. Not everyone can or will choose to use Access to Work. Private assessments are also available, and the BDA offers a workplace needs assessment service to support employers. These assessments are carried out by assessors who have a detailed knowledge and understanding of supporting dyslexia in the workplace. *(see Appendix 2)*

Section 3

Creating a dyslexia friendly workplace

Reviewing and amending reasonable adjustments

It is important to recognise that reasonable adjustments are not an instant remedy guaranteeing immediate success.

Although progress in overcoming dyslexia related difficulties is likely to be seen quite quickly, it may take three to six months to achieve maximum benefit, depending on the nature of the dyslexic difficulties in relation to the job specification.

For reasonable adjustments to be effective, the following need to be in place:

- Appropriate adjustments with any related training.
- A willingness on the part of the employee to embrace the adjustments and training.
- Support and understanding of colleagues and management.
- A culture of openness which encourages and acts upon on-going feedback.

It will be beneficial to set up a process which encourages regular dialogue and review of any reasonable adjustments that have been implemented.

This is likely to include:

- Regular check-ins to ensure that assistive technology and other adjustments are working well.
- Identifying when coping strategy training may be beneficial.
- Identifying when colleagues and line managers need further awareness training.
- Offering Assistive Technology refresher training.
- Providing mentoring support from a senior manager who is dyslexic or has good awareness of dyslexia in the workplace.
- Identifying changes within the role which may require new adjustments to be made.
- Helping dyslexic employees manage their workload and deadlines.
- Helping dyslexic employees manage stress.

Section 3

Creating a dyslexia friendly workplace

Induction Training

Dyslexia and other specific learning differences are a complex area of hidden disability. No two people will have the same set of difficulties or levels of severity. It is vital that all staff involved in delivering induction training understand an individual's specific requirements so that appropriate accommodations can be put in place to ensure they can access and complete their training.

To achieve this, staff delivering training will need to receive dyslexia awareness training, including on how to make reasonable adjustments in the workplace.

It is also important to remember that many dyslexic people are undiagnosed but may still need adjustments to enable them to access work-based training. Adopting the recommendations below and making all training dyslexia friendly will address this and benefit all those taking part in the training.

These recommendations should be applied to all voluntary and compulsory workplace-based training throughout someone's working life.

Offering reasonable adjustments as part of course booking

Provide an option on a booking form or provide contact details as part of the joining information to give individuals the opportunity to request reasonable adjustments. It is best to work with the person to understand their specific challenges and potential adjustments rather than offer a predetermined set of adjustments which may not meet their individual needs.

Employing multi-sensory training techniques

Dyslexic people respond better to multisensory training i.e. visual, auditory and hands on. They learn more efficiently from being shown how to do a task, and from being able to practice it, rather from verbal instructions alone. Dyslexia friendly, multisensory training delivery meets the best industry standards and will benefit all trainees.

Offering a range of formats

A range of formats should be available. Some people may prefer to access the information digitally, but others will need to work paper based. Formats should include an audio version and ensure that any reading material can be read using screen reading software. Include videos, pictures, diagrams, and flow charts as well as written explanations.

Providing training materials in advance

Providing reading material, and copies of presentation slides in advance of the training will enable individuals to focus on listening to the trainer during the session.



Section 3

Creating a dyslexia friendly workplace

Providing an overview or summary of the topic

Dyslexic people tend to learn better when they are given an overview of the subject first before going into detail. Presenting information in smaller “bite size” chunks will help sustain concentration and focus. Repeating the main points at the end of each topic will help reinforce learning.

Giving a trainee time to respond

Watch out for slower processing speeds, difficulties with verbal fluency and word recall. Be patient. Give the trainee time to respond.

Providing accessible handouts

Handouts should be provided, so that individuals can focus on listening to the content. Taking notes can be very challenging for some dyslexic people because of poor short term and working memory, and occasionally poor automaticity in writing skills.

Providing handouts on cream or pastel coloured paper will improve accessibility for those dyslexic individuals who also experience visual disturbance when reading. Use a dark blue font, with a font size should of at least 12pt in a sans serif font such as Century Gothic.

Some may prefer handouts to be electronic so that they can use screen reading technology and note-taking software programs. Some individuals may have their own accessibility needs for printed information.

Avoiding the use of acronyms

When acronyms are essential for the trainee to learn, provide a glossary of terms used. Avoid overly complex language or phrases open to misinterpretation.

Seeking volunteers for written and reading tasks

Ask for volunteers if something is to be read out aloud. Never pick someone at random. They may be dyslexic and feel very exposed reading aloud. Similar allowances should be made for writing things on flipcharts or recording information for teamwork activities. These activities can cause anxiety for those individuals who have concerns about their spelling or may write slowly.

Allowing more time

Dyslexic individuals may take longer than their colleagues to learn something new. They will benefit from opportunities for hands on learning, and to repeat this many times before it becomes automatic.

This is an important consideration for induction training, and for the implementation of any new processes, procedures, systems, and software. Training where the individual can set their own pace and revisit sections or practice skills, would be beneficial. Follow-up sessions, or refresher videos should be offered where possible.

“

Avoid overly complex language or phrases open to misinterpretation.

Section 3

Creating a dyslexia friendly workplace

Timed Assessments and Professional Exams

Some employees will need to sit timed assessments and professional exams as part of their employment. Many will need to pass Health and Safety Exams to enable them to perform aspects of their role.

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

Many dyslexic individuals will have received some reasonable adjustments (known as access arrangements) in GCSE and other examinations during their education. These will normally only have been given to individuals who have evidence to show their entitlement based on certain pre-determined criteria.

It is likely that exams and assessments set by external and professional bodies will also require evidence in the form of test scores from a diagnostic assessment, prior to agreeing to the adjustment. Individual awarding bodies should be contacted in advance to understand their specific requirements.

This information may be available on the website of the professional body. For in-house training, organisations should use their discretion in granting access arrangements to individuals who may not have formal evidence of their dyslexia.

Exam Access arrangements are likely to include some (or all) of the following:

- 25% extra time (50% in exceptional cases)
- Use of a computer or human reader or scanning pen
- Use of a human scribe, dictation software or laptop in place of handwriting
- Rest breaks
- Own room
- Alternative format paper (this may be digital, or paper based)
- Use of a coloured overlay or questions printed onto coloured paper.



Section 3

Creating a dyslexia friendly workplace

Promotion

Dyslexia should not affect an individual's chances of promotion. But many talented and capable dyslexic employees choose not to apply for promotion because they consider that the application and assessment process is either unachievable, or one where they will be unable to ably demonstrate their strengths and suitability for the role.

The good practice principles set out in the recruitment section of this guide also apply to the process that should be adopted for applying for a promotion. In addition, there may be instances where it is applicable to adjust parts of the process and use alternative means of identifying suitability for the role.

Dyslexic employees may also have concerns about the additional challenges and responsibilities of a more senior role. Promotion can often bring the requirement for more formal written work. It is important to ensure that all employees understand that reasonable adjustments can be made to help address the challenges that a more senior role may bring.

Managing Change

When dyslexia is well supported at work, dyslexic difficulties are likely to be less pronounced and good performance maintained. Everything may be going well, but all too often change can cause particular problems for the dyslexic employee. Change can impact those with an exemplary record of long service in the organisation, as well as new employees adapting to a new organisation.

These following are examples of changes that can impact a dyslexic employee's performance:

A change in job description. This might be a new role or a promotion which requires a different skill set. Often this will be a role with increased emphasis on written documentation or report writing. A new role will require a review of reasonable adjustments and may necessitate a workplace needs assessment.

New methods of working. This might include a move to a new location. The introduction of remote or home working. Hot desking policies, new software, or IT systems. New processes, policies, or procedures. Significant changes may mean that existing coping strategies that dyslexic employees have adopted no longer work. A workplace needs assessment may be required to look at new reasonable adjustments or to recommend strategy coaching or training to help the employee develop the new skills required in the role.

Change in line manager. Many dyslexic employees benefit from informal support from a line manager or colleague. This may be someone who informally provides proof reading or other support on an ad hoc basis to help with specific dyslexic challenges. A change in line manager, or a colleague leaving may mean the loss of this support, and dyslexic employees may be left without the support system they have relied upon to do their job. This support has often been hidden, but personnel changes should always be explored as a possible explanation for a sudden change in performance.

A Workplace Needs Assessment should look at alternative reasonable adjustments to replace this support which may include formally establishing a support worker role or enabling another colleague to assist with certain tasks.

Section 3

Creating a dyslexia friendly workplace

Managing Performance

Changes in people's performance at work are very common. Weaker performance may arise simply because the volume of work has increased, or the standards required have changed. External impacts too can reduce the individual's motivation or ability to perform as well. This often results in conversations with the individual about how their performance can improve.

Poor appraisals and performance issues that can lead to disciplinary procedures can be a real possibility for a dyslexic employee whose difficulties are not supported or appreciated. Stress can play a significant role in underperformance and can be exacerbated by hostile and unsupportive management styles. Helping employees cope with workload, deadlines and stress will help mitigate this.

Part of supporting employees who are having trouble at work is to understand whether their performance issues could be related to a disability such as dyslexia. Some employees will have been diagnosed but will not have disclosed this information for fear of discrimination. Many dyslexic employees will be undiagnosed. These individuals may have poor self-awareness and understanding of their challenges.

HR departments and management should be trained to pick up the signs of Dyslexia in an employee, so that they can sensitively explore whether an employee has a diagnosis of dyslexia, or whether they believe that they might be dyslexic.

It is important to create a culture which is genuinely inclusive. Employees need to feel they can be open and frank without being penalised. They will need support after discussing their challenges which they may have been hiding for years. This might be the first time they have discussed them with anyone.

Some employees may have better awareness of the difficulties they experience and know or suspect that they are dyslexic but will not have any formal evidence.

Many employers rely on the fact that if an employee has not disclosed their disability, then they don't have to do anything. Knowledge is the key to understanding whether you have a duty to make reasonable adjustments under the Equality Act 2010.

It is important to establish whether as an employer, you could reasonably be expected to know that an employee is dyslexic even if they have not disclosed this.

Look at their work

Is there evidence of dyslexia in their work which might give you knowledge to suspect that they are dyslexic? Are some of the performance issues that have been identified indicative of dyslexia? Could the employee find sufficient evidence of dyslexia in their performance to trigger the employer's duty to make reasonable adjustments? There doesn't have to be a formal diagnosis for an employee to be covered by the Equality Act, they just need to be able to establish that they have an impairment that causes substantial adverse effect on their normal day to day activities.

Section 3

Creating a dyslexia friendly workplace

Diagnostic assessment

There is no duty upon an employer to pay for a diagnostic assessment for dyslexia, but this would be good practice and may be advisable if there is evidence of dyslexia in the employee's work which might give you knowledge and could trigger an employer's duties under the Equality Act. Some employers may prefer to arrange a dyslexia screening test before referring an individual for a full diagnostic assessment. (see Appendix 2)

Neurodiversity

Dyslexia may be part of a bigger picture as it frequently occurs with other neurodivergent conditions which may be disabilities. Dyslexia might also have resulted in other conditions that have developed because of the challenges dyslexia can present, especially when individuals are not supported. There is a very strong link between deficiencies in well-being and undiagnosed dyslexia.

Impact on mental health

Mental health conditions such as anxiety or depression may develop because of dyslexia, especially if an individual feels unsupported, or is experiencing performance issues. These too could qualify as disabilities in their own right. It is well recognised that people with specific learning differences like dyslexia can be under more pressure which leads to stress. Under stress, dyslexic difficulties can become more pronounced, leading to further performance issues, increased stress, and a further decline in efficiency. In these circumstances, it is not uncommon for the employee to end up off work with a mental health condition.

Disciplinary Procedures

Where formal disciplinary meetings are instigated, the dyslexic person should have the right to be accompanied, preferably by someone with some awareness of dyslexia and co-occurring conditions. Additional reasonable adjustments may also be applicable.

Employees facing a disciplinary hearing or appraisal for performance issues should be allowed to be represented by a disability employment adviser or advocate who has some knowledge of Dyslexia. Standard rules limiting the permitted accompanier to a work colleague or trade union representative should be relaxed so that a knowledgeable advocate can attend.

Discrimination

All organisations have a legal requirement to support dyslexic employees under the Equality Act 2010. Failure on the part of the employer to implement adjustments and support an employee with Dyslexia and related hidden disabilities may lead to avoidable performance problems, inappropriate disciplinary measures up to and including dismissal, poor employee relations, health issues and loss of employment through resignation or constructive dismissal.

Employers should ensure that dyslexic employees are not subject to workplace bullying or harassment, for example, calling a dyslexic employee 'thick' or 'stupid' or using a discriminatory nickname. Regularly undermining someone may also be a form of harassment, for example, criticism about an individual's speed of work or mistakes in written work. Employers should have policies and procedures in place together with awareness training to address these issues, in order to avoid ignorance-based discrimination.

Section 4

How the BDA can support

Helpline: 0333 405 4567

<https://www.bdadyslexia.org.uk/services/helpline>

Our helpline offers free, confidential, impartial information and signposting for anyone with a question about dyslexia.

Call 0333 405 4567
or email: helpline@bdadyslexia.org.uk
or through direct message from our Facebook and Instagram.

Assessments

Our Corporate Assessment Service offers diagnostic assessments for Dyslexia carried out by experienced assessors across the UK. [Visit our website for further information.](#)

Training

The British Dyslexia Association has a comprehensive and flexible training programme for employers. [Visit our website for further information.](#)

Dyslexia Friendly Quality Mark for Workplaces

A framework, resources and guidance for organisations to become more dyslexia friendly and a recognition of their commitment to be an inclusive workplace. [Find out more here.](#)



Appendix 1

Specific Learning Difficulties Definitions

Dyscalculia

The BDA definition of dyscalculia:

“Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities.”

“Mathematics difficulties are best thought of as a continuum, not a distinct category, and they have many causal factors. Dyscalculia falls at one end of the spectrum and will be distinguishable from other maths issues due to the severity of difficulties with number sense, including subitising, symbolic and non-symbolic magnitude comparison, and ordering. It can occur singly but often co-occurs with other specific learning difficulties, mathematics anxiety and medical conditions.”

Dyspraxia (DCD)

The Dyspraxia Foundation describe dyspraxia as:

“Dyspraxia (also known as developmental coordination disorder – DCD) is a surprisingly common condition affecting movement and coordination in children and adults. It is a hidden condition which is still poorly understood.”

“Dyspraxia affects all areas of life, making it difficult for people to carry out activities that others take for granted. Signs of dyspraxia/DCD are present from a young age but may not be

recognised until a child starts school – or even later in adulthood.

Each person’s experience of dyspraxia/DCD is different and will be affected by a person’s age, the opportunities they have had to learn skills, environmental demands and the support/ understanding shown by people around them.”

ADHD (Attention Deficit Hyperactivity Disorder)

According to the UK Adult ADHD Network (UKAAN):

“ADHD is a clinical syndrome defined in the DSM-IV and ICD-10 (hyperkinetic disorder) by high levels of hyperactive, impulsive, and inattentive behaviours beginning in early childhood, persistent over time, pervasive across situations and leading to clinically significant impairments.

The disorder is common in the population with prevalence estimates in the UK around 3-4% (Ford, Goodman & Meltzer, 2003). Follow-up studies of ADHD in children find that the disorder frequently persists into adult life, with around 15% retaining the full diagnosis by the age of 25 years, and a further 50% in ‘partial remission’ with some of the symptoms persisting and leading to continued impairments in daily life.

A recent review and meta-analysis estimated world prevalence of ADHD in adults to average 2.5% or higher (Simon, Czobor, Balint, et al, 2009), with around 1% expected to fall in the most severe group requiring immediate treatment. “

Appendix 1

Specific Learning Difficulties Definitions

Visual Difficulties

Some dyslexic people also experience visual discomfort or disturbance when they read. This is often thought of as a symptom of dyslexia, but it is actually a separate condition often referred to as visual stress which dyslexia and non-dyslexic people can experience.

Here are some of the common symptoms people with visual difficulties frequently report which may significantly impair reading ability, or make reading very tiring:

- headaches and eyestrain associated with reading and/or other near work
- text appearing blurred or going in and out of focus
- text appearing double or alternating between single and double
- difficulty keeping place in text
- difficulty tracking across lines of text
- discomfort with brightness of the page or contrast between text and background
- text that appears to shimmer or flicker

Symptoms such as these have a variety of different causes, some of which may be due to disease or abnormality, so they must be investigated by a professional who is qualified to diagnose them correctly and give appropriate treatment. Anyone who experiences such difficulties associated with reading should consult a registered optometrist for a full assessment of eye health and visual function.

There is a mixed body of evidence to support the use of coloured lenses, or overlays to alleviate visual stress. We recognise that they do help to provide a more comfortable reading experience for some people with visual difficulties and may be a reasonable adjustment for some people. However, it is important to understand that coloured overlays and lenses do not alleviate dyslexic difficulties with reading which are separate from any visual difficulties that somebody may be experiencing.

Appendix 2

Screening and Assessments

Adult Checklist Test

An adult checklist test would be a good place to start where the possibility of Dyslexia is being considered.

A checklist for dyslexic adults will not provide enough information for a diagnostic assessment, but it can be very useful in promoting better self-understanding and a pointer towards future assessment needs.

Copies of this test can be downloaded from the BDA website [using this link](#).

Dyslexia Screening Test

Dyslexia screening tests and checklist tests are not diagnostic assessments, nor can they analyse the nature of an individual's dyslexic profile of strengths and weaknesses, but they are effective in flagging up the probability of dyslexic difficulties.

The only way that dyslexia can be formally identified is by a Diagnostic Assessment for Dyslexia carried out by a qualified assessor.

If a screening test indicates that there is a moderate to high probability of dyslexic difficulties it should be followed up with a Diagnostic Assessment. This assessment will determine the precise nature of the difficulties, and how they can best be supported.

Diagnostic Assessments

Dyslexia is a complex area of disability and affects individuals in different ways. Diagnostic assessments may be carried out by either a suitably qualified Psychologist registered with an HCPC, or a specialist Dyslexia teacher/Assessor with an Assessment Practising Certificate (APC).

During an assessment, the assessor will take historical details and arrange a number of tests for the individual to perform. These include tests of underlying ability, tests of cognitive skills such as working memory; and finally, attainment tests on literacy and sometimes numeracy.

The diagnosis is made based on particular patterns of strengths and weaknesses which are prevalent in Dyslexia or other specific learning difficulties. Most of these tests provide scores which can be compared to results across large populations of people so that comparisons can be made. The Assessor will produce a detailed report subsequently and make a series of recommendations.

For further information on assessments visit the BDA website pages [here](#).

Appendix 2

Screening and Assessments

Workplace Needs Assessments

Workplace needs assessments should be undertaken in depth by a Workplace Dyslexia Needs Assessor. The assessment would involve a Dyslexia specialist coming to spend some time with the employee in the workplace. Potential adjustments are explored through semi-structured interviews and job analysis with the dyslexic individual, their manager and usually an H.R. coordinator.

This would determine the exact nature of the job specification, working environment and working practices and how these relate to the individual's particular dyslexic profile of strengths and weakness, as assessed by the qualified Psychologist or specialist Dyslexia teacher/Assessor. The most appropriate adjustments would then be proposed.

Employees do not need to have a diagnostic assessment to benefit from a workplace needs assessment, but it may be recommended for those who have no previous formal diagnosis.

Access to Work can offer workplace assessments and funding for some reasonable adjustments. Further information is available [here](#).

Appendix 3

Examples of Reasonable Adjustments

The following is a list of simple reasonable adjustments which can be made across an organisation to ensure the organisation is dyslexia friendly. These adjustments are neither expensive nor disruptive to the organisation and benefit all employees.

Further bespoke adjustments may be required to support some dyslexic individuals. The individual employee may have a good idea of the sort of accommodations and IT support which will help, particularly if they have previously used these. Most will not have a detailed knowledge of all the possible adjustments available and would benefit from a workplace needs assessment.

Written Communication

General difficulty with reading:

- Give verbal rather than written instructions.
- Highlight salient points in documents.
- Use voice mail as opposed to written memos.
- Use screen reading software.
- Supply screen reading software and scanner.
- A Reading Pen may be useful for unfamiliar words.
- Some individuals may prefer information on coloured paper.
- Some individuals may benefit from changing the background colour on their computer screen.

Difficulty with reading and writing:

- Allow plenty of time to read and complete the task.
- Examine other ways of giving the same information to avoid reading. Discuss the material with the employee, giving summaries and/or key points.
- Utilise information prepared in other formats, for example audio or video, drawings, diagrams and flowcharts.
- Use mind-mapping software, such as Inspirations and Mind Genius.
- Use digital recorders.
- Use speech to text software e.g., Dragon.
- Get someone else to take the Minutes of meetings.

Spelling and grammar errors:

- Explore standard accessibility features available within existing software programs.
- Offer specialist screen reading software/spell checking software.
- Appoint a colleague or support worker to proofread work.
- Instant spell checker on all computers.
- Offer assistive text software on all applications, where possible.

Appendix 3

Examples of Reasonable Adjustments

Working at a computer

- Change background colour of screen to suit individual preference.
- Offer anti-glare screen filter if required.
- Allow frequent breaks, at least every hour.
- Alternate computer work with other tasks where possible.
- Avoid continuous all day computer work.

Verbal Communication

Difficulty remembering and following verbal instructions:

- Give instructions one at a time.
- Communicate instructions slowly and clearly in a quiet location.
- Write down important information.
- Demonstrate and supervise tasks and projects.
- Encourage the person to take notes and then check them.
- Ask for instructions to be repeated back, to confirm that the instruction has been understood correctly.
- Write a memo outlining a plan of action.
- Use a digital recorder to record important instructions. Back up multiple instructions in writing or with diagrams

Time and Work Planning

Concentration difficulties/distractions:

- Make sure the workplace is quiet and away from distractions, for example away from doors, busy phones, loud machinery.
- Allocate a private workspace, if possible.
- Provide a quiet working environment for a dyslexic employee by allocating libraries, other offices and enclosed areas when others are not using them. Allow employees to work from home when needed.

Coping with interruptions:

- Use a “do not disturb” sign when specific tasks require intense concentration.
- Turn off notifications on computers.
- Encourage co-workers not to disturb the person unless absolutely necessary.
- When interrupting, allow the person to pause and write down what they are doing to refer to when resuming work.
- Ensure that each task is completed before starting another.
- Encourage outgoing rather than incoming calls. Offer training in how to use the telephone effectively, for example jotting down key points before making the call.

Appendix 3

Examples of Reasonable Adjustments

Remembering appointments and deadlines:

- Remind the person of important deadlines and review priorities regularly.
- Hang a wall planner that visually highlights daily/monthly appointments, deadlines, tasks and projects.
- Use mobile phones for appointment reminders. Supply an alarm watch.
- Encourage the employee to use the daily calendar and alarm features on his/her computer.

Organisation of property:

- Ensure that work areas are organised, neat and tidy.
- Keep items where they can be clearly seen, for example shelves and bulletin boards.
- Ensure the team returns important items to the same place each time.
- Colour code items.
- Ensure work areas are well lit.

Organising workflow:

- Supply and use a wall planner.
- Prioritise important tasks.
- Create a daily, dated “To Do” list.
- Use diaries.
- Write a layout for regular tasks with appropriate prompts, for example for meetings or taking notes.
- Allow extra time for unforeseen occurrences.
- Build planning time into each day.

General Difficulties

Reversing numbers:

- Encourage the person to say the numbers out loud, write them down or press the calculator keys and check the figures have been understood.
- Where possible, copy and paste numbers rather than rekeying them.
- Supply a talking calculator or use the calculator function on TextHelp software.

Directional difficulties:

- Always try to use the same route.
- Show the route and visible landmarks.
- Give time to practice going from one place to another. Supply detailed maps or sat nav.

Short term memory problems especially names, numbers and lists:

- Use mnemonic devices and acronyms.
- Organise details on paper so that they can be referred to easily using diagrams and flowcharts.
- Check back understanding.
- Use multi-sensory learning techniques such as reading material onto a tape machine and then playing it back whilst re-reading.
- Use computer software; sometimes well-developed programme menus and help features are useful.
- Use a calculator.

Appendix 3

Examples of Reasonable Adjustments

Other Workplace Adjustments.

This will include ways for the organisation and colleagues to plan, allocate, monitor and evaluate work and performance, in Dyslexia supportive ways.

This generally involves Dyslexia awareness training for those involved in managing and training the individual, to enable colleagues to understand how to supervise, train and evaluate dyslexic employees in ways that address their strengths and weaknesses. It may also identify simple changes to forms, systems and procedures that can help the dyslexic employee work more effectively.

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