



Dyslexia is a Specific Learning Difficulty. All learners with dyslexia are different. Dyslexia does not impact on intelligence which can range from below to above average and many are very intelligent (Einstein had dyslexia). Students with dyslexia can find reading, writing, spelling and remembering instructions difficult. Processing information can be affected – when listening to information it can become jumbled and forgotten. Decoding words into sounds can be difficult – meaning reading and spelling are a challenge. However, many learners with dyslexia are creative and develop good problem-solving skills as they find ways to access and process information.

## Reasonable Adjustments and Support Strategies

### PLANNING

- Talk to the student about what will help them – what colour paper they need to read; where they want to sit; what helps them to learn
- Before teaching course, produce lists of key words/vocabulary and distribute/display; provide materials and slides in advance
- Provide a clear, focussed reading list of core and extension texts

### SUPPORT IN TAUGHT SESSIONS

- Enable student to use technology: computer to produce written work; Inspiration and other software for diagrams
- Panopto record sessions to allow students to revisit content; if the teaching space is not Panopto-enabled
- allow students to record information using a phone, Dictaphone or laptop.
- Making notes – including copying from board or while listening can be very difficult – what opportunities are there to provide (all) students with additional notes? Or create notes in groups?
- Make brief notes on board during discussions/explanations to summarise main points or information may be forgotten (provide copy of notes where possible)
- Encourage learners to identify key words/information using highlighter pens
- Use group or pair work/talk to reinforce learning – including repeating back what has been covered to a partner

### TEACHING MATERIALS

- Break down longer tasks into stages – a boxed checklist of steps to tick off and guide progress is very supportive. For example:

Task	Tick
1. Sketch table design	✓
2. Draw plan to scale	
3.	

- Support written tasks/note-taking by using writing frames – e.g. provide boxes with headings for student to add own notes
- When providing written information, provide brief overview or highlight key information in bold/colour
- Try presenting written information using bullet points or diagrams; provide visuals
- Keep written information concise and clearly laid out on a page with information well spaced

### ASSESSMENT

- Alternative ways to assess knowledge (summative or formative) – orally, in note form, using diagrams, videos (without compromising core competencies but taking into account the University's responsibility to consider reasonable adjustments for assessment)
- TAS will specify any additional special exam arrangements (must be on TAS to be applied)
- Allow extra time to complete tasks (see TAS)
- Revisit and over-learn – start each session by revisiting what has been covered so far

***Many of these reasonable adjustments will benefit all learners – not only learners with dyslexia***