

Manager's guide to understanding and supporting those with dyslexia

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1. Introduction

This guide provides information about dyslexia that will assist both line managers and those who have or who think they may have this learning difficulty; to recognise, understand and raise awareness of dyslexia. It outlines some practical options for support and will help deliver a more understanding approach to both supporting and managing colleagues so they can maximise their effectiveness at work and thereby minimise the impact of work on their home life.

2. What is Dyslexia?

Dyslexia affects around 10% of the population in the UK to a varying degree; as a condition it can range from 'mild to 'severe'; 4% of the population have severe dyslexia. It is the most common learning difficulty which is caused by differences in the language area of the brain.

Dyslexia involves a combination of cognitive abilities and difficulties which affects the way information is acquired, processed and understood. This mainly causes difficulties in reading, writing, spelling and numeracy. Other factors may also include memory and concentration, information processing, sequencing and personal organisation. This can result in a lack of confidence leading to stress, anxiety and low self-esteem.

Dyslexia is a life-long condition and a hidden disability which is often inherited. It affects both men and women from all social and economic backgrounds and at all levels of intelligence and intellectual ability. The effects of dyslexia can be alleviated but dyslexia cannot be cured and often occurs with other disabilities such as dyspraxia and attention deficit disorder.

People with dyslexia are often creative in the way they are able to unlock different ways of tackling problems and making decisions. Many dyslexic people have excellent communication skills and are good at solving practical problems. Working

in the police is a common occupation for people with dyslexia due to caring nature of the profession. They are often excellent trouble-shooters, lateral thinkers and have an ability to generate fresh insights into different subjects. Many dyslexic people work longer and harder than others to obtain the same goals. This can make them very determined, persistent, motivated and resourceful as well as having a desire to succeed.

Some famous dyslexic people include; Prince Harry, Roald Dahl, Leonardo De Vinci, Walt Disney, Duchess of York, Albert Einstein, Bill Gates, Steve Jobs (Apple), Nigel Kennedy, John Lennon, Theo Paphities, Marco Pierre White, Steven Spielberg, Guy Richie, Princess Beatrice, Pablo Picasso.

3. Recognising the signs of Dyslexia

It is not always easy to recognise if a person has dyslexia and many undiagnosed adult dyslexics have developed strategies that enable them to cope with work demands. The following may provide an indication as to whether a person may have dyslexia.

Reading

- Taking longer to read a document; or have to read text several times
- Forgetting what they have just read
- Misreading or omitting words e.g. duck/duke
- Finding it hard to focus on the page
- Getting visual stress and tiredness when reading for long periods
- Difficulties recognising different letters e.g. b and d, or p and q
- Experiencing text moving around on the page
- Losing the place on a line or page, missing lines or reading previously read lines again and having to start again
- Difficulties using reference material
- Being easily distracted when reading
- Difficulties pronouncing sounds such as th, f, and v

- Reading or writing 17 for 71

Writing

- Confusing words with similar ones e.g. their and there
- Leaving words out, omitting prefixes (e.g. un), suffixes or adding suffixes (e.g. 's' or 'ness')
- Difficulties spelling words the way they sound e.g. 'rite' for right
- Getting letters the wrong way round e.g. no for on, rat for tar
- Writing slowly and making lots of drafts
- Writing quickly before forgetting any ideas
- Unable to understand what they have written
- Transferring ideas and being able to write them in order
- Difficulties planning / writing a statement/report with a good structure
- Communicating well orally but not reflecting this in written work
- Having poor presentation skills e.g. handwriting and layout
- Avoiding training/promotion interviews because of paperwork involved
- Difficulties copying from one place to another e.g. flipchart to whiteboard
- Difficulties typing accurately including using punctuation and grammar

Memory; sequencing and processing difficulties

- Following a sequence of instructions/events in the correct order
- Remembering the order of the alphabet or months of the year
- Sequence of numbers e.g. 95 and 59
- Organising the correct information in the right place
- Taking phone messages and relaying them back accurately
- Following written or verbal instructions/directions
- Determining left and right or giving directions
- The speed of processing information, concepts or response time
- Retaining information for short periods of time i.e. verbal instruction, a list of numbers, sequence of letters
- Reading a word and then recognising it shortly afterwards
- Having poor concentration

- Mental arithmetic
- Telling the time
- Confusing names or objects or using spoonerisms e.g. par cark

Personal organisation – may have difficulty with

- Structuring paperwork e.g. final reports/forms
- Managing workloads, e.g. completing work on a number of enquiries
- Multi-tasking in general
- Organising thoughts which may become difficult when completing tasks at a specific time or place
- Keeping up with others and feeling left behind
- Taking more time to master new routines
- Being misunderstood by others when forgetting things/getting confused

4. What can you do to makes things easier - suggested strategies

The following are strategies that have proved successful for many with dyslexia: -

4.1 Reading and writing - Use

- Rounded fonts such as 'century gothic' or 'sans serif'
- A minimum point size of 12 or 14 point
- Use lower case letters; using capitals can make text difficult to read
- Coloured papers instead of white e.g. cream, pale yellow
- Matt paper where possible instead of glossy to reduce glare
- Paper thick enough to prevent text glaring through from the back
- Line spacing between paragraphs to break up text
- 1.5 line spacing or double spacing
- Wide margins and headings
- Boxes for emphasis and highlighting important text
- Bold instead of underlining
- Bullet points or numbers
- Left justification as it is easier to follow text onto the next line

- Utilise other formats e.g. audio, drawings, diagrams
- A colour laminate or reading ruler
- Flow charts, these are good for explaining procedures

Reading and writing – Don't use

- Italics; words can appear to run into each other
- Light text on dark background
- Words with hyphens at the end of a line; this can cause confusion
- Acronyms or provide a list of abbreviations

This document follows these strategies

4.2 Verbal communication - Use

- Voice mail instead of written memo's or e-mails
- A tape recorder or dicta-phone to record important instructions
- Sensory learning techniques such as reading material onto a tape machine and then play it back whilst re-reading

Verbal communication - Don't

- Make hints or assumptions that can be misunderstood
- Using acronyms

4.3 Technology

- A reading machine or allocate someone else to read out aloud
- Software which enables you to change the background colour
- Software that enables you to read text using a screen ruler
- Creative software for planning e.g. spider diagrams, flow charts
- Text to speech software, including scanning software that converts print to speech and hand held scanning pens

4.4 What may also help - Personal organisation

- A wall planner so appointments can be seen
- A mobile phone to store important dates and information.
- Using alerts for appointments can also be invaluable
- Memory prompts/cue cards/technology
- Colour codes for items or filing system
- A talking calculator
- A 'do not disturb' sign on the door if you need to concentrate
- A quiet workspace/alternative working area for occasional use away from any distractions
- Diaries, computer reminders and to do lists

4.5 What to ensure

- The work area is organised and kept tidy
- Important tasks are prioritised
- Planning time is built into each day
- You think before you start to write; be clear about what you want to say

5. Advice and guidance for line managers

Reacting to a diagnosis of Dyslexia

Being diagnosed with dyslexia can be a difficult and upsetting time for some people, particularly if someone finds it hard to come to terms with the condition. For others it is a relief to discover that they are dyslexic and this enables them to recognise why they are different and begin to understand their educational history and put past experiences into context.

Do not underestimate the impact a diagnosis can have.

Some people may have struggled for years without realising why others seem to find things so easy that they find hard. It may also be a big step to tell you that they have dyslexia. Some may have actively been hiding their coping strategies – some may be working for hours extra every day or week, just stay on top of their work-load without you knowing. They may well be continually tired from this effort or suffering from regular headaches just from trying to cope.

There are different levels of dyslexia and the number and type of difficulties varies from one person to another. Some people are inventive in adapting their own coping strategies and it is possible to manage the effects and impact of someone's condition with minimal support. Others may need additional adjustments and support which will again vary from person to person.

The stress of not divulging a dyslexia diagnosis can intensify difficulties at work. Disclosure may be a big hurdle and the right level of support is very important. Creating a culture of confidence, enabling the person to disclose their dyslexia or difficulties in a safe and supportive environment can make a significant difference. It is worth noting that whilst some people may appear to be confident, never underestimate what they may have been through and how they feel.

Encourage

- open discussion and be understanding so the individual feels confident about discussing any difficulties they may have.
- agree the best way to do things so there is a shared understanding of outcome. Instead of providing a manual, demonstrate what needs to be done. Think visual memory!
- generate confidence in your colleague's abilities, acknowledge their talents and strengths as these individual's maybe the innovative thinker you need.

Be

- flexible about the method of completing the task. It may not be as important as the outcome
- aware that the person may need more time to learn new tasks

- aware that the person may need to work more slowly as they are often perfectionists, checking there are no mistakes in their work.

Discuss

- how the person works best and what they need to work well
- what support can be offered and let the person know you want to help by acknowledging and valuing their difference.

Offer

- sufficient time to read information and complete a task
- more time for learning a new task, procedure or undertaking an e-learning package. This will vary person to person
- a summary of key points before speaking with the person
- to write down important information or ask the person to take notes
- to proof read work
- agendas and reports prior to meetings to allow sufficient time for the person to process the information
- alternative ways to give the same information to avoid reading

Provide

- verbal instructions rather than written
- instructions one at a time, avoiding long explanations
- clear instructions in a quiet location away from background noise or distractions
- advance notice on tasks, avoiding sudden deadlines if possible
- support as best as you can particularly during changes in circumstances, e.g. a new line manager, training environment

Avoid

- being put off by untidy handwriting or spelling
- rushing the person or giving them too much work in one go
- letting any issues matter escalate if there is a problem. Let the person talk through any problems with someone they feel comfortable with

- making severe criticisms or negative remarks. The likelihood is the person has criticised themselves most of their lives. Use constructive feedback to maintain self-esteem
- rushing the person or giving them too much work in one go letting the matter escalate if there is a problem. Let the person talk it through with someone they feel comfortable with

6. Making reasonable adjustments for Dyslexia

There is a legal obligation to provide reasonable adjustments for a member of staff/officer who has dyslexia. Always ask what they need or what they think would help, as some adjustments can be inexpensive and uncomplicated. Reasonable costs will be met by the force providing permission is obtained first. 'Access to Work' may also be able to assist with some/all of the costs. For more information, refer to 'Access to Work' guidelines at <https://www.gov.uk/access-to-work>. The following are example adjustments that you should consider:

Equipment, software and aids

- colour overlays/reading rulers to make reading easier
- specialist coloured lenses/glasses for reading. This should be assessed on a case by case basis; refer to flowchart for further information
- different colour paper e.g. cream, off white or pale yellow. The glare of white background may make text more inconsistent
- highlighters to identify important points in documents
- a reading machine or allocate someone else to read out aloud e.g. during timed tests
- a dictation machine/dictaphone to record important instructions
- headphones

Support

- offer coaching or mentoring from someone 'in the know' either DAWN or the dyslexia support group should be able to assist
- provide information in an alternative format, e.g. larger print, different font, audio
- allocate some work to another member of staff/officer. This should be done sensitively without the person made to feel inadequate
- consider altering the person's working hours
- allow absence from work e.g. to receive training, assessments

- consider the need to give additional time for assessments or learning a new task or procedure
- consider how e-learning packages will be completed. This will vary according to the person and task
- ensure that sufficient time is provided to learn any specialist computer software package once training has been provided
- offer an alternative workspace or quieter office to work from on occasion
- position the desk in a quieter location of an open office to avoid any distractions and/or machinery e.g. photocopier, fax machine
- position the desk near natural lighting or use desk lamps for additional lighting.

7. Assessing for dyslexia – what to do

The below information explains a number of different assessments which should be considered: -

Dyslexia Checklist (pre assessment)

This is a series of questions that are general indicators of dyslexia. It does not provide a diagnosis or constitute a formal assessment. However it does provide a better awareness of the nature of the person's difficulties and will enable you to see whether a further professional assessment is necessary. The dyslexia checklist only takes a few minutes and can be completed in confidence.

This pre-assessment screening test can be found in Appendix A

Formal assessment (Psychologist)

This is carried out by an independent psychologist who has specialist knowledge of dyslexia. The assessment usually takes approximately 3 hours and must be authorised by HR. It will only be considered if the individual's dyslexia is impacting upon their productivity. Regardless of whether this formal assessment is undertaken the line-manager should consider reasonable adjustments. If the formal assessment is authorised, the line manager and individual should complete the referral form and order on 'i-procurement' the dyslexia assessment. Then fax the order, referral form, initial dyslexia checklist to TDA.

A full diagnostic assessment will take into account the person's background and education, investigate their thinking, learning and problem-solving techniques and test their ability in reading, spelling, writing and maths.

A confidential report is issued within 2 – 3 weeks of the assessment, outlining the results, findings and recommendations. A full copy of the report is sent to the member of staff/officer, whilst a summary is sent to the employer (usually HR representative). The report should also go to the line manager who must assess

whether they can put any reasonable adjustments in place until the 'Workplace Assessment' is completed.

Access to Work; work place assessment

Access to Work (AtW) is a discretionary grant programme for disabled people and managed by Jobcentre Plus. Dyslexia is covered by the Equalities Act and is a disability for the purposes of accessing funds through AtW.

If specialist equipment, software, tuition etc has been recommended in the formal assessment, the member of staff/officer should be required to contact AtW as they may be eligible to apply for a grant where some/all of the costs can be claimed back by the organisation.

The work place assessment is usually completed face to face but it can be undertaken over the phone. An up to date job description or role requirement for the persons role is required to assist with the assessment and report.

Whilst there is no cost involved for carrying out this assessment, usually AtW only deal with someone who has received a formal diagnosis. Refer to [Access to Work](https://www.gov.uk/access-to-work) for more information, details can be found at <https://www.gov.uk/access-to-work>.

8. The process you should follow as the first line manager

The process on the following page should be followed if a member of staff/officer has identified themselves as having a dyslexic tendency or shows any signs of dyslexia.

Showing signs of dyslexia

If a member of staff/officer under your supervision shows signs of dyslexia but they have not had a formal assessment or diagnosis, you should encourage them to complete the pre-assessment checklist (Appendix A).

If further investigation is recommended

If results reveal that further investigation is recommended, then the member of staff should make their line manager aware. If there is a belief that the individual's productivity at work can be enhanced through further support the line manager should seek approval from HR for a full diagnostic assessment. If the view is that a formal diagnosis is unnecessary, it may be useful to consider whether there are any specific areas where improvements or other recommendations/advice can be made.

If a formal assessment is required

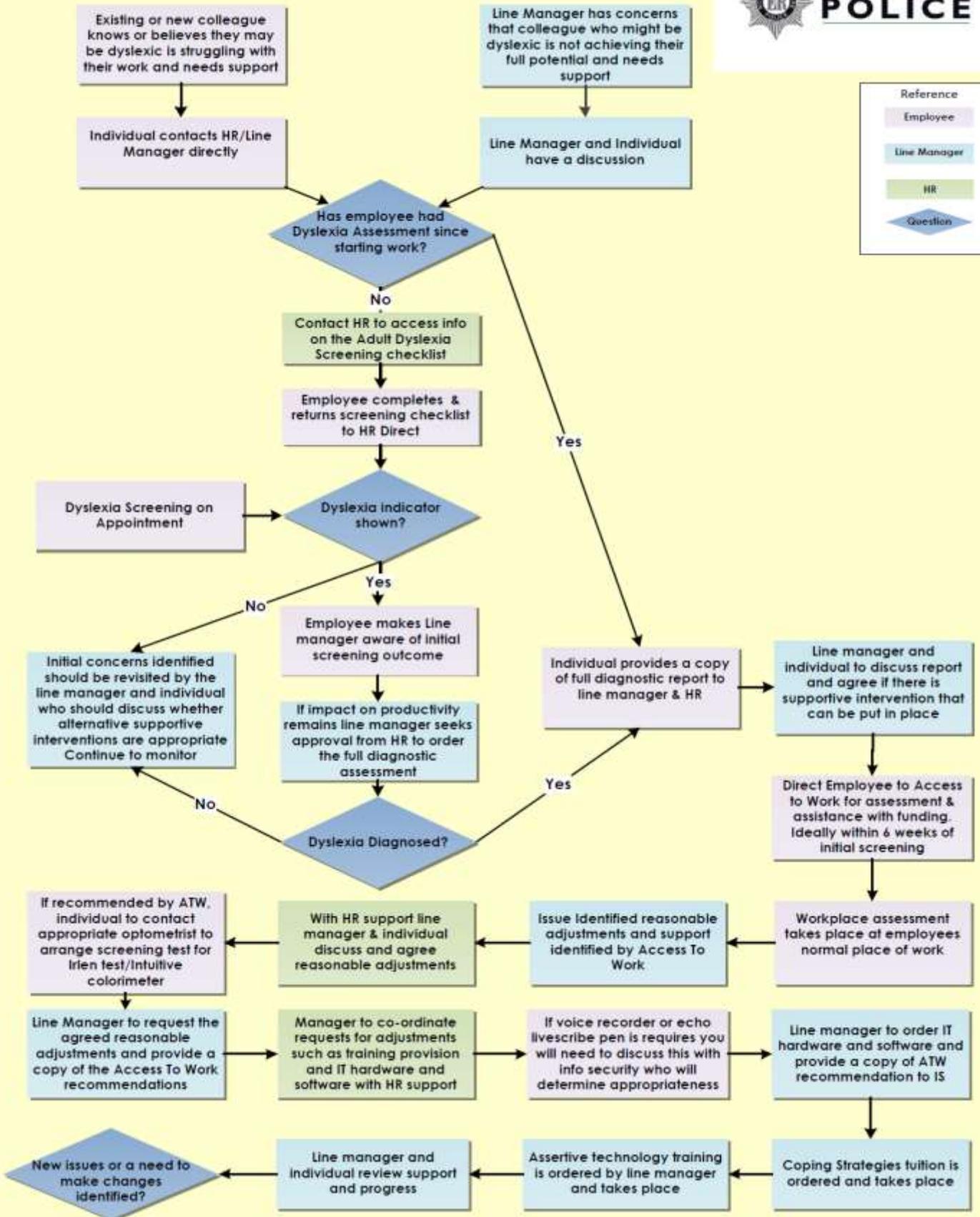
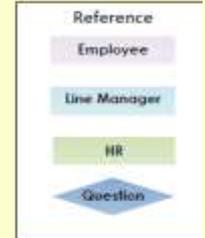
The member of staff/officer should be advised to arrange an appointment as directed which can take place in work time. 1-weeks' notice is usually required to arrange a formal assessment. This should only be carried out once approval has been gained from HR.

Purchase order to be completed

Once authorised, for the full dyslexia assessment, the line manager and individual should order on i-procurement the dyslexia assessment, email the purchase order, referral form and the initial dyslexia checklist to TDA.

9. Flowchart – the process for internal officers and staff

Nottinghamshire Police Dyslexia Support Framework



Following the formal assessment

Once the formal assessment has been carried out, the full diagnostic report will be sent to the member of staff/officer who should provide a copy to their line manager and HR.

Informing the line manager

On receipt of the report, the member of staff/officer should inform their line manager ASAP and at maximum within 2 weeks of receiving the report. If there is no dyslexia diagnosis the line manager should continue to review whether other support measures are appropriate.

Meeting to discuss the formal assessment

The line manager will arrange a meeting within 2 weeks and invite the member of staff/officer and HR representative to discuss the report in more detail. A decision will be made during the meeting whether Access to Work (AtW) should be involved. If the equipment/training need is likely to be substantially less than £1000, a decision will be taken with HR as to whether it is beneficial to apply for AtW. The first £1000 of the AtW grants are expected to be met by the force. Any reasonable adjustments that do not require expenditure should be discussed at the meeting and agreed as necessary. Any records should be placed on the personal file and HR updated accordingly.

If Access to Work need to be involved

The line manager, supported by the HR officer should explain who AtW are and what the process involves. The member of staff/officer should then be advised to make contact with AtW ASAP and at maximum within 2 weeks. The whole process for new employees to Nottinghamshire Police can take no more than 6-weeks from the date of recruitment if AtW are to fund the costs of all reasonable adjustments.

Following the AtW workplace assessment

Once the work place assessment has been completed a report is sent directly to the member of staff/officer and a summary report to the employer (usually the HR representative and the line-manager). This report will take between 2 - 3 weeks

following the request of an assessment and will include recommendations, a provision of funding and various quotes.

Informing the line manager

The member of staff/officer should inform their line manager that they have received the report from AtW ASAP and at maximum within 2 weeks.

Meeting to discuss workplace assessment

The line manager will arrange a meeting within 2 weeks and invite the member of staff/officer and HR officer to discuss the AtW report and the formal dyslexia assessment in more detail. At the meeting, the reasonable adjustments required will be identified. It is the line manager's responsibility to ensure these are obtained / ordered. This should all occur within a 4 week time frame. This includes any specialist equipment, aids and software to be installed.

AtW will recommend whether eye test needs to be undertaken for light sensitivity is required however if AtW services have not been engaged the line manager will need to consider this. See <http://www.irlenuk.com/irlen-symptoms-overview.htm> for indicators of why this may be necessary. Often the member of staff will be suffering regular headaches and want to wear sun-glasses even indoors.

If any other appointments have been recommended e.g. optometrist or training, these orders need to be processed in the same way through Finance however, the member of staff/officer should be advised to follow it up with a phone call to arrange the date(s) and time(s). Contact details of the recommended companies should be provided at the meeting. The ATW, formal dyslexia assessment and appropriate documentation should be placed on the personal HR file. Please note some optometrists will only accept cash and will not invoice Nottinghamshire Police

It is important to ensure that all reasonable adjustments irrespective of whether there is a cost implication are discussed and considered from both reports including the formal assessment and the AtW assessment.

Electronic Devices

Following discussion with the line manager regarding the use of the electronic devices, the individual should contact the Information Security Manager about their intended usage of the 'livescribe' pen should it be recommended to ensure purchase of these is appropriate and can be supported. This must be done **before** orders are placed.

Delivery of equipment, software etc

After the equipment, software, aids etc have been ordered, certain equipment e.g. Dictaphone will be sent directly to the member of staff/officer. If specialist software is needed to be installed onto a laptop, the line manager will make suitable arrangements for this to be completed by INS. The member of staff/officer will then be contacted by INS to make the necessary arrangements for collection. In addition, they will be shown how to log on/access the software. The line manager must also ensure the requisite training in the use of these adjustments is provided.

Informing the line manager

Once all of the equipment and training has been delivered, the member of staff/officer should inform their line manager of this. The line manager should in turn notify the HR representative and Finance.

The HR officer will ensure that the personal file is updated and the line manager should check with Finance to ensure any monies are claimed back from Access to Work if appropriate (within 6 months).

Follow up meeting

A follow up meeting should be arranged by the line manager for an appropriate point in the future e.g. 3 months' time. This should include the member of staff, line manager and HR officer if appropriate to ensure that all reasonable adjustments have been made and are working successfully. 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 placed on the personal file and the HR Oracle updated accordingly if the individual wishes this to be recorded.

10. Responsibilities

Line manager

The line manager has responsibility for ensuring that all reasonable adjustments have been carried out. They should also ensure that once all the specialist equipment, software and training have been delivered and that the HR representative and Finance are informed accordingly.

The line manager should organise specific meetings to discuss the process and findings of any assessments and arrange a follow up meeting to ensure that all reasonable adjustments have been carried out and are working satisfactorily.

The line manager has responsibility for ensuring that purchase orders are raised for formal assessments, equipment, software, aids, training etc and followed up as necessary. Arrangements should be made directly with INS to ensure that any specialist software is installed onto a laptop as required.

In addition, the line manager should ensure with Finance that all Access to Work claims are claimed back within 6 months and recorded appropriately.

HR officer

The HR officer has responsibility for advising the line manager through the whole process. They should provide support for the line manager in relation to any meetings they attend, advice on the process and potential reasonable adjustments.

The HR officer is also responsible for overseeing any personal information in relation to the process e.g. notes from meetings, formal assessment reports, access to work reports etc are placed onto the member of staff/officer's personal file in relation to reasonable adjustments.

Individual responsibility

The individual has the responsibility for ensuring that they liaise with their line manager/HR officer when seeking advice and make contact with whichever organisation they are required to contact to arrange a formal assessment and/or Access to Work for a workplace assessment. They should also contact the specified

training provider to arrange any training or make other appointments that are recommended e.g. Optometrist.

The member of staff/officer should inform their line manager when they have received their assessment reports in order that a meeting can be organised. Arrangements should also be made to collect their laptop with specialist software from INS and to inform their line manager once all the equipment, software, training has been received.

11. Technology

No amount of technology or hardware can compensate for dyslexia but it can be helpful if properly used. The following are among the most popular: -

Text to speech software

This allows digital text to be read aloud. Sound files can be saved and replayed on computers, CD players, MP3 players and mobile phones.

OCR software

A scanner can turn print into 'digital text' which can then be formatted and used with text to speech software.

Spellcheckers, grammar checkers, dictionaries and thesauri

This can provide support when writing and can be loaded onto the LAN.

Pocket electronic dictionaries

This is quicker to use than conventional dictionaries.

Voice recognition software

This allows computer control through the voice, including dictation to the word-processor, e-mail or web browser.

Dictating machines and digital recorders

Many MP3 players have a recording function which can be invaluable.

Calculators

A pocket calculator can help with difficulty with numbers.

Mobile phones

Many have organisers/diaries, 'to do lists', address book and predictive text. Some have a recording feature and MP3 player to play voice files.

Tinted glasses, coloured overlays and reading rulers

Some people find these useful particularly if affected by visual stress.

Claroview

This software allows easier viewing of the computer screen by changing the colour of the screen overlay. The tint level can also be adjusted and it can work with any piece of software.

Screen ruler

This software allows part of the screen to be highlighted or underlined depending on preference. It can assist when viewing text on screen providing a strip or ruler across the screen, which can change the contrast and have the background, coloured or greyed out.

Frequently asked questions - individual

Q1. I think I may be dyslexic, what should I do?

You may wish to complete the interactive [dyslexia checklist](#); that can be found in Appendix A. By completing the checklist, it will give you an indication of whether you may be dyslexic. This is however only a screening test and not a formal diagnosis.

Q2. How long does a formal dyslexia assessment take?

It usually takes approximately 3 hours and is followed by a full written report with recommendations for support. This usually takes approximately 2 - 3 weeks in total.

Q3. I have heard that coloured glasses/lenses can help dyslexic people. How do I get assessed for this?

Approximately 35 – 40% of people with dyslexia suffer with visual stress where text can appear to 'jump out' on a page, move around or look distorted in some way. It is worth checking if you are having difficulties with reading as many people suffer unknowingly. Coloured filters, either as overlays or glasses with coloured tinted lenses have been found to be helpful. Coloured filters can help to make the text visually clearer and more comfortable to see, therefore making reading more efficient. If they help and when you have the right colour tint, a number of aspects of reading can improve, including attention span, reading speed, fluency and comprehension.

A separate assessment needs to be arranged by an optometrist who specialises in this area. This should be recommended by AtW and then the individual can request an appointment with a optometrist. If the optometrist requires a purchase order they will invoice Nottinghamshire Police, the line manager can order through i-procurement this service. Alternatively, if the individual pays the optometrist direct and then they can claim for this cost through i-expenses. If AtW Is not engaged this

can in some circumstances can be arranged through your line manager and HR contact.

Q4 Do I have to disclose dyslexia to my employer?

There is no legal obligation for you to disclose your dyslexia, however in many circumstances particularly where reasonable adjustments are required in addition to support, it is advisable. Declaring your diagnosis will hopefully make your working life easier as you will be able to get the adjustments and understanding required that will mean you can get your work done more quickly and accurately.

Q5. Does dyslexia count as a disability?

Yes dyslexia is recognised as a disability under the Equality Act 2010.

Frequently asked questions - manager

Q6. How can I support a colleague who may be dyslexic?

Supporting someone with dyslexia is about acknowledging that they approach situations and tasks differently to achieve the same result as others.

If the person has not been previously diagnosed with dyslexia and a formal assessment has not been carried out, the first step is to encourage them to complete the [dyslexia checklist](#) this can be found in Appendix A. Depending on the outcome, if there is an indication for further investigation, it is advisable to speak with your line manager or HR officer to discuss all the options available.

Q7. How do I find a qualified dyslexia assessor?

The majority of dyslexia assessments are carried out by Chartered Psychologists who specialise in adult dyslexia (Educational, Occupational or sometimes Clinical

Psychologists). There is a cost associated with the assessment therefore any request will require approval beforehand from your HR officer.

Q8. Is there any funding available for dyslexia assessments?

The cost of an assessment will be met by the force unless it is sought immediately after initial employment which case 'Access to Work' will usually fund it. It is for this reason that undertaking the assessment on employment is so important

Q9. How do reasonable adjustments get paid for?

If the member of staff has been employed for some time and has been diagnosed 'in-service', then the force will have to pay for any adjustments that will benefit the individual in their working environment.

If your colleague is diagnose don appointment then Access to Work will usually pay for the adjustments.

In both cases HR will be able to give advice on the most appropriate course of action.

Q10 Can an employer dismiss someone who has dyslexia?

An employer has a duty to make reasonable adjustments under the Equality Act 2010. If however after a suitable period of time, this proves to be insufficient in improving performance and all adjustments have been exhausted it is possible that the tasks of the job may not be suited for the individual.

Q11. Does dyslexia count as a disability?

Yes, dyslexia is recognised as a disability under the Equality Act 2010.

Appendix A

Dyslexia Screening Adult Checklist

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

Below are the questions that were found to be more predictive of dyslexia (as measured by prior diagnosis). In order to provide the most informative checklist, scores for each answer indicate the relative importance of that question. Alongside each line you can keep a tally of your score and at the end find a total.

For each question, circle the number in the box which is closest to your response.

		Rarely	Occasionally	Often	Most of the Time
1	Do you confuse visually similar word such as cat and cot?	3	6	9	12
2	Do you lost your place or miss out lines when reading?	2	4	6	8
3	Do you confuse the names of objects, for example, table for chair?	1	2	4	4
4	Do you have trouble telling left from right?	1	2	4	4
5	Is map reading or finding your way to a strange place confusing?	1	2	4	4
6	Do you re-read paragraphs to understand them?	1	2	4	4
7	Do you get confused when given several instructions at once?	1	2	4	4
8	Do you make mistakes when taking down telephone messages?	1	2	4	4
9	Do you find it difficult to find the right word to say?	1	2	4	4
10	How often do you think of creative solutions to problems	1	2	4	4
		Easy	Challenging	Difficult	Very Difficult
11	How easy do you find it to sound out words such as e-le-phant?	3	6	9	12
12	When writing, do you find it difficult to organise thoughts on paper?	2	4	6	8
13	Did you learn your multiplication tables easily?	2	4	6	8
14	How easy do you find it to recite the alphabet?	1	2	3	4
15	How hard do you find it to read aloud?	1	2	3	4

Results from the Adults Test – what it all means.

The research and development of the checklist has provided a valuable insight into the diversity of difficulties and is a clear reminder that every individual is different and

should be treated and assessed as such. However, it is also interesting to note that a number of questions, the answers to which are said to be characteristic of dyslexic adults, are commonly found in the answers of non-dyslexics.

It is important to remember that this test does not constitute an assessment of one's difficulties. It is just an indication of some of the areas in which you or the person you are assessing may have difficulties. However, this questionnaire may provide a better awareness of the nature of an individual's difficulties and may indicate that further professional assessment would be helpful.

Whilst we do stress that this is not a diagnostic tool, research suggests the following:

Score of less than 45 – probably non-dyslexic.

Research results: no individual who was diagnosed as dyslexic through a full assessment was found to have scored less than 45 and therefore it is unlikely that if you score under 45 you will be dyslexic.

Score 45 – 60 – showing signs consistent with mild dyslexia.

Research results: most of those who were in this category showed signs of being at least moderately dyslexic. However, a number of persons not previously diagnosed as dyslexic, though they could just be unrecognised and undiagnosed, fell into this category.

Score Greater than 60 – signs consistent with moderate or severe dyslexia.

Research results: all those who recorded scores of more than 60 were diagnosed as moderately or severely dyslexic. Please note that this should not be regarded as an assessment of one's difficulties. But if you feel that a dyslexia-type problem exists, further advice should be sought.

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