

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.

People with dyslexia may show the following symptoms or behaviours:

- Slow reading speed and/or trouble including small words and parts of longer words when reading aloud.
- A hard time remembering abbreviations.
- Difficulty comprehending or retaining information they read.
- A tendency to avoid reading, both aloud and to themselves.
- Frustration when reading to themselves or aloud.
- Low self-esteem toward reading and writing.
- A preference to answer questions if content is read aloud to them, rather than if they have to read the text themselves.
- Difficulty performing everyday activities—including social interaction, memory, and stress management—due to frustration and anxiety caused by dyslexia.

Supporting Employees with Dyslexia

The following list outlines possible reasonable adjustments intended for employees with Dyslexia. It is imperative to acknowledge the inherent variability in each individual's requirements, as reasonable adjustments should be tailored to both the specific needs of the individual and the demands of their respective role. This list is not exhaustive, and it is important to seek advice from the EDI team before implementing reasonable adjustments by emailing

Reasonable.Adjustments@sthk.nhs.uk

- Give verbal as well as written instructions.
- Assistive technology such as a screen-reader, scanning pen, text to speech or mind-mapping software.
- Provide all hard copy resources on coloured paper (find out which colour helps the person to read best).
- Highlight key points in documents.
- Allow additional of time to read and complete the task.
- Use different formats to convey information e.g., audio or videotape, drawings, diagrams, and flowcharts.
- Use a digital recorder to record meetings, training etc so the employee does not have to rely on memory or written notes.
- Change background colour of screen to suit individual preference.
- Supply anti-glare screen filter.
- Alternate computer work with other tasks, where possible.
- Communicate instructions slowly and clearly and minimise distractions, and check understanding.
- Digital recorder to record important instructions.
- Some people find physical calendars and wall planners useful.