



Supporting employees with dyslexia, dyscalculia or dyspraxia

Sponsored by



Abridged content for sample purposes



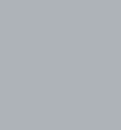
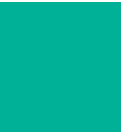


In this guide:

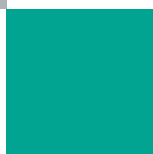
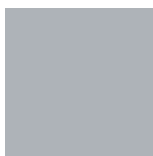
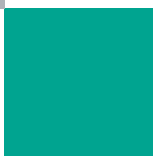
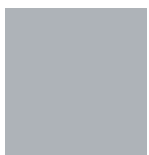
Introduction	5
Language	6
About dyslexia, dyscalculia and dyspraxia	8
Dyslexia	9
About dyscalculia	10
Dyspraxia or Developmental Co-ordination Disorder	10
Co-occurrence and secondary effects	10
Workplace assessment	11
Internal and external sources of help	11
Employing people with dyslexia, dyscalculia or dyspraxia	12
Supporting candidates	13
Supporting employees	16
Suggested adjustments	17
Communication	24
Assistive Technology	24
About us	26

Making adjustments – top tips





Introduction



This guide aims to give a general introduction to how dyslexia, dyscalculia or dyspraxia might impact someone at work and provide good practice tips on how to support them.

Diagnosis, treatment and cultural perceptions of dyslexia, dyscalculia or dyspraxia will vary between countries. Similarly, legal requirements will also differ: in some countries, dyslexia, dyscalculia or dyspraxia may not be legally recognised as disabilities whereas in other countries, people with dyslexia, dyscalculia or dyspraxia may be protected by local legislation.

Ensuring that you support all candidates and employees with dyslexia, dyscalculia or dyspraxia will help you create a more diverse workforce, it's often the case that when a line manager is confident managing a person with a disability or long-term condition, they become more effective managers for all employees.

Language

Language can be important in creating an open and inclusive workplace for people with dyslexia, dyscalculia or dyspraxia. In this guide, we refer to 'people with dyslexia, dyscalculia or dyspraxia'. This type of 'person first' language is often preferred over calling someone 'a dyslexic' or 'a dyspraxic' as this can have the effect of defining someone by their condition.

It is however always recommended to use the language that the individual uses to describe themselves and avoid placing 'labels' on employees.

Talking about disability

In this guide, we use the term 'disabilities' as used by the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD)^[1] which has been ratified by over 175 countries. The UN CRPD Article 1 provides a definition for 'persons with disabilities':

"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

In practice, this could include people with a wide range of impairments or conditions such as dyslexia, cancer, diabetes or sight loss, to name just a few.

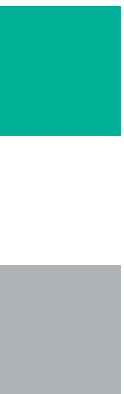
Talking about adjustments

Adjustments (in some countries referred to as 'accommodations') remove or reduce the effect of the barriers experienced by candidates and employees with disabilities.

Examples of adjustments might include providing a ramp as an alternative to stairs or an electronic version of paper document so that an employee with a visual impairment can use screen reader software to access the information. Working hours and locations can be made flexible, and managers can agree different ways to communicate with their employees e.g. over the phone, via email, face-to-face or in writing.

These are small changes that can remove barriers that stop someone from doing their job and can support good performance. In this guide, we refer to these types of changes as 'adjustments'.

[1] United Nations Convention on the Rights of Persons with Disabilities: [un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html)



About dyslexia, dyscalculia and dyspraxia



Having dyslexia, dyscalculia or dyspraxia is not a barrier to success in the workplace.

Many people with dyslexia, dyscalculia or dyspraxia are creative in developing coping strategies that enable them not only to learn and work effectively but also to adopt a fresh approach to projects. Employees with dyslexia, dyscalculia or dyspraxia often demonstrate a range of strengths including:

- Creative and original thinking.
- Problem-solving.
- Strategic thinking.

Dyslexia

Dyslexia is a difficulty of neurological origin that affects a person's ability to process and memorise information. The areas primarily affected are reading, writing, spelling, arithmetic, time-management and personal organisation. It is not related to intelligence and having dyslexia does not mean a person's intellectual and creative abilities are impaired.

Visual stress

Some people with dyslexia may experience 'visual stress', also called Scotopic Sensitivity Syndrome or Irlen Syndrome; this is not an optical problem. When a person who has visual stress reads a black-on-white document, the text appears blurry and the letters seem to 'move around'.

About dyscalculia

Dyscalculia is sometimes called 'Maths dyslexia'. People with dyscalculia find it difficult to interact with numbers, particularly in arithmetic. They may also have difficulties understanding the relationship between numbers, for example between the word 'five' and the number '5'.

Dyspraxia or Developmental Co-ordination Disorder

People with dyspraxia have difficulties with coordination; this does not only include writing, but also walking and balance; movements do not always seem steady. People with dyspraxia also have difficulties with planning, organisation and time management.

Co-occurrence and secondary effects

Frequently people experience more than one of the conditions listed above at a time and these conditions may overlap on how they affect individuals.

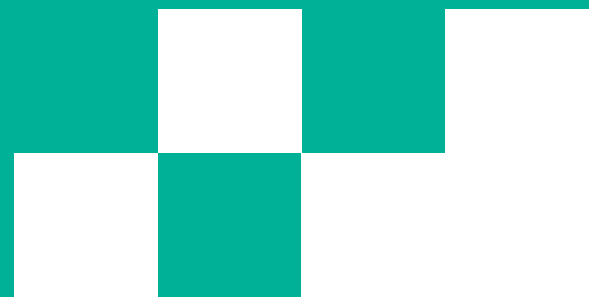
These conditions can have secondary effects on self-confidence leading to anxiety, frustration and low self-esteem.

These conditions can have secondary effects on self-confidence leading to anxiety, frustration and low self-esteem.



**Content has been removed
for sample purposes. Pages
11 to 26 are available in the
full booklet.**

**© 2019 This publication and the information contained
therein are subject to copyright and remain the property of
Business Disability Forum. They are for reference only and
must not be reproduced, copied or distributed as a whole
or in part without permission.**





Contact us

**Business Disability Forum
Nutmeg House
60 Gainsford Street
London
SE1 2NY**

Tel: +44-(0)20-7403-3020

Fax: +44-(0)20-7403-0404

Email: enquiries@businessdisabilityforum.org.uk

Web: businessdisabilityforum.org.uk

Business Disability Forum is committed to ensuring that all its products and services are as accessible as possible to everyone. If you wish to discuss anything with regard to accessibility, please contact us.

Company limited by guarantee with charitable objects.

Registered Charity No: 1018463.

Registered in England No: 2603700.