



# Dyslexia Guide

Dyslexia: A Guide for  
Union Learning Reps



# Introduction and Acknowledgements

Scottish Union Learning, in conjunction with the Scottish Trades Union Congress and affiliated trade unions, has been working to facilitate provision and support for adults in employment who want to improve their Everyday Skills. Many of these adults are facing increasing demands in the workplace, while others want to improve their skills for their own personal development. Some have dyslexia, which is described in this guide as a 'learning difference'.

The Scottish Trades Union Congress Union Equalities Committees, Learning Representatives, Scottish Union Learning, Dyslexia Scotland and Dyslexia Scotwest play a key role in workplace learning to help, support and signpost people who may have dyslexia, and promote "dyslexia-friendly" workplaces.

Some of the information contained within the guide has been provided by Dyslexia Scotland and Dyslexia Scotwest. The support they have given has been invaluable.

Scottish Union Learning would like to thank everyone involved in helping to develop this guide, especially the individuals who have shared their experiences of dyslexia, which are contained in the case studies and quotes. This guide is available in electronic format on the Scottish Union Learning website at [www.scottishunionlearning.com](http://www.scottishunionlearning.com)

## Scottish Union Learning Everyday Skills Group and Everyday Skills Event

Scottish Union Learning works with unions and external partners to support workers with dyslexia and additional learning support needs through Development Fund Projects, Everyday Skills Events, the Everyday Skills Group, Learning Conferences and Union Learning Rep Development Days.

Through the Scottish Union Learning Everyday Skills Group, unions are encouraged to engage with relevant Scottish Government strategies such as the 'Making Sense: Dyslexia and Inclusive Practice Programme 2014 to 2019' and 'Making Sense Programme - Final Report 2020'.

Unions are also supported in participating in national initiatives such as Dyslexia Awareness Week. The Group meets quarterly to discuss all aspects related to workplace literacies, digital participation, cyber resilience, dyslexia and additional learning and support needs, and is also responsible for contributing to the planning of the annual Everyday Skills Event.

Please note that this guide was designed to help Union Learning Reps support and signpost people in the workplace who may have dyslexia, and to encourage them to contact relevant organisations that can provide the expertise required.

The guide is not designed to replace any existing support offered by these organisations.

# Supporting Statements

from Dyslexia Scotland and Dyslexia Scotwest



Cathy Magee  
Chief Executive  
Dyslexia Scotland

Dyslexia Scotland welcomes this important resource for Scottish trade unions. It contains a wealth of useful information on dyslexia, guidance for Union Learning Reps to assist with issues surrounding dyslexia in the workplace and contact information to signpost reps to the appropriate support organisations. The case studies are taken from a range of different work settings and helpfully highlight the strengths and some of the difficulties that employees with dyslexia can experience in the workplace.

I recommend this invaluable resource to anyone interested in finding out more about dyslexia at work. I hope that it will help to increase the awareness and understanding of what dyslexia is, and in turn lead to more consistent support within the workplace.



Duncan E Cumming  
Chief Executive Officer  
Dyslexia Scotwest

On behalf of Dyslexia Scotwest, it gives me great pleasure to fully endorse this Dyslexia Guide. The assembling of the information in the guide has taken vision, time, and dedication and is a great credit to Scottish Union Learning.

I believe that the Trade Union movement in Scotland has an extremely important part to play in helping to achieve the ultimate aim of creating a fully dyslexic friendly society. This Guide will provide Union Learning Reps with the information they need to support and signpost colleagues who may have dyslexia, and to raise awareness and understanding.

# Dyslexia: A Definition

In January 2009, the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament agreed on the following working definition:

“Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

“auditory and/or visual processing of language-based information; phonological awareness; oral language skills and reading fluency; short-term and working memory; sequencing and directionality; number skills; and organisational ability.”

## What is dyslexia?

The term ‘dyslexia’ originates from the Greek language and means ‘difficulty with words’. Dyslexia, however, does not mean that someone is unable to read, or lacks intelligence, but it can make learning more challenging for that person.

Dyslexia is thought to be hereditary and neurological. It is not an illness or disease that can be cured, but there are many things that can be done to help someone thrive at work.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, lifelong, neuro-developmental condition.

Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention, and targeted teaching, enabling them to become successful learners, confident individuals, effective contributors, and responsible citizens.

Dyslexia can affect the way people communicate, and it is different for everyone. People with dyslexia will benefit from spotting it early, and with support can find ways to learn which suit them better.

Scottish Union Learning describes dyslexia as a ‘learning difference’.

# Issues for Trade Unions

It is estimated that 10% of our population is dyslexic, and between four and five percent have severe dyslexic difficulties, although research suggests the figure is closer to 16% of the population (Dyslexia Action). It is also estimated that 75% of all dyslexic people are identified as being dyslexic after reaching the age of 21.

Many adults with dyslexia struggled to fulfil their potential at school and the lower level of literacy and numeracy skills can impede the individual's opportunities for employment.

Research indicates that almost half of all adults are hiding their dyslexia from employers and colleagues (UNISON learning), and many more do not believe that employers would be able to adapt to their specific needs, despite employers being legally required to make reasonable adjustments under the Equality Act 2010. In addition, many people are not aware that they have dyslexia.

Dyslexia assessments are expensive and the process is complex. There is, therefore, an important role for Union Learning Reps in supporting dyslexia.

It can create barriers to recruitment and retention of jobs, and to understanding of important health and safety information, as well as affecting home, family, and community life. Union Learning Reps are, therefore, encouraged to work with others to increase awareness of dyslexia.

There are already some examples of good practice within trade unions. Some have organised dyslexia awareness training for workers and management. Some have introduced dyslexia policies as part of the equalities agenda, and neurodiversity training. Some Union Learning Reps and union members have attained the Scottish Qualifications Authority Professional Development Award for 'Supporting Individuals with Dyslexia in Learning and Workplace Settings' and attended courses through the Open University.

This will enable them to learn more about the issues involved, provide support to fellow work-ers and help their own respective workplaces become 'dyslexia-friendly'.

## Steps Union Learning Reps can take to support workers with dyslexia:

- Raise awareness of dyslexia among other union reps, managers and staff
- Provide support to people in the workplace who may have dyslexia, and find out where to signpost them for further advice
- Organise training for workers with dyslexia, such as Everyday Skills courses, Life Skills, ICT training, or Assistive Technology training
- Work with employers to ensure they are aware of their legal responsibilities to staff with dyslexia

# Recognising the Signs

## Indications of Dyslexia in Adults

### General

- Discrepancy between general abilities and language skills.
- Level of work varies from day to day. Will report 'good days' and 'bad days'. Poor short-term auditory memory. Confusion between left and right, or East and West.
- Sequencing difficulties.
- Problems remembering the time; 'losing' time.
- Organisational difficulties.
- May not hear rhyme very well.
- May not understand humour.
- Takes spoken and written words literally - doesn't understand nuances.
- May take time to process conversation. Difficulties with word finding, pronunciation or articulation.
- Inaccurate self-image - "I must be thick/lazy/careless," etc.

### Reading

- Misreads words, i.e. 'commuters' for 'computers'.
- Omits or confuses small words.
- Reads very slowly.
- Difficulties with reading comprehension and finds it hard to follow instructions in manuals/guidelines.
- Problems de-coding new scientific words.
- Loses place in a line of words.
- Dislikes reading long or detailed reports.

### Memory

- A 'quick forgetter' rather than a 'slow learner'.
- Poor strategies for 'rehearsal' of information into long-term memory. Difficulties memorising facts, new terminology, etc.

### Writing and Spelling

- May have severe handwriting problems.
- Difficulties with listening and taking notes - both sound interference and short-term auditory memory problems.
- Reversals; i.e. reading from a calculator.
- Often severe and persistent spelling problems.
- Has difficulty in getting ideas on paper and so written work fails to adequately express understanding, ideas or vocabulary.

### Mathematics

- Forgets telephone numbers, dials incorrectly.
- Forgets car registration numbers.
- Difficulty remembering dates, maths, formulae, working with foreign coinage.
- May make frequent mistakes with a calculator.
- Difficulty filling in cheques; i.e. getting numbers and their names to tally. Difficulty with time - forgets appointments, late for meetings, wrong venue.
- May forget to pay bills.

### Sequencing

- Problems with alphabetical order - phone books, dictionaries, filing systems, etc.
- Difficulties remembering series of instructions, messages, loses track of content of lectures, meetings, etc.
- Left/right confusion, giving directions, reading maps, finding car in car park.

All of this can lead to a lack of confidence and low self-esteem and can cause frustration and anger.

Due to the barriers often faced by people with dyslexia in learning, reading and/or spelling, there are many misconceptions around what dyslexic people can and cannot do. However, often these barriers are not representative of an individual's cognitive ability. It is wrong to presume that dyslexic people cannot be intelligent, creative, and talented, and employers should be made aware of the contributions that workers with dyslexia can make to their organisation.

Dyslexia is too often characterised by the challenges that it presents, when in fact, dyslexia can be a strength to many people.

Dyslexic strengths include:

- Good problem solvers
- Creativity
- Great visual thinkers
- Good social interaction and verbal skills



# Screening and Assessment



The process of obtaining a formal assessment of dyslexia can be lengthy, expensive, and also very confusing. In all instances, Union Learning Reps should seek advice from their union, from their local dyslexia organisation or Scottish Union Learning. Some people may wish to seek a formal identification of dyslexia, while others may decide not to. This is a purely personal decision and should be respected.

If someone does want to be assessed, it is important that their Union Learning Rep has some knowledge of the process involved and knows who to contact.

Contact details of dyslexia organisations are provided in this guide.

There are three steps to assessment:

## Step 1 – Dyslexia Checklist

The first step in identifying dyslexia is normally by using a checklist. We recommend using [Dyslexia Scotland's checklist](#); however, please note the results only give an indication of dyslexia, and further screening will be required by someone suitably qualified.

## Step 2 – Dyslexia Screening

There are many paper-based and computer-based methods of screening available, which should be carried out by professionally trained staff. We would suggest that you contact your local dyslexia organisation, training provider, for example, Further Education College or Scottish Union Learning for more information. Once again, the results of these tests do not give a formal identification of dyslexia, but will give further indication of dyslexia and can be used to identify dyslexia-related difficulties. This may be helpful if the individual is undertaking any learning or training, and can assist the course tutor in supporting learners.

### Step 3 – Formal Assessment

In Scotland, a full dyslexia assessment for employees is carried out by an educational psychologist or dyslexia specialist.

There are several educational psychologists or specialists throughout Scotland, and this can be arranged through your union, Dyslexia Scotland, or Dyslexia Scotwest. Should the employee be identified as having dyslexia, the report will be accepted as proof for support provided through the Government's 'Access to Work' scheme. This scheme can provide a range of support, including I.T. equipment.

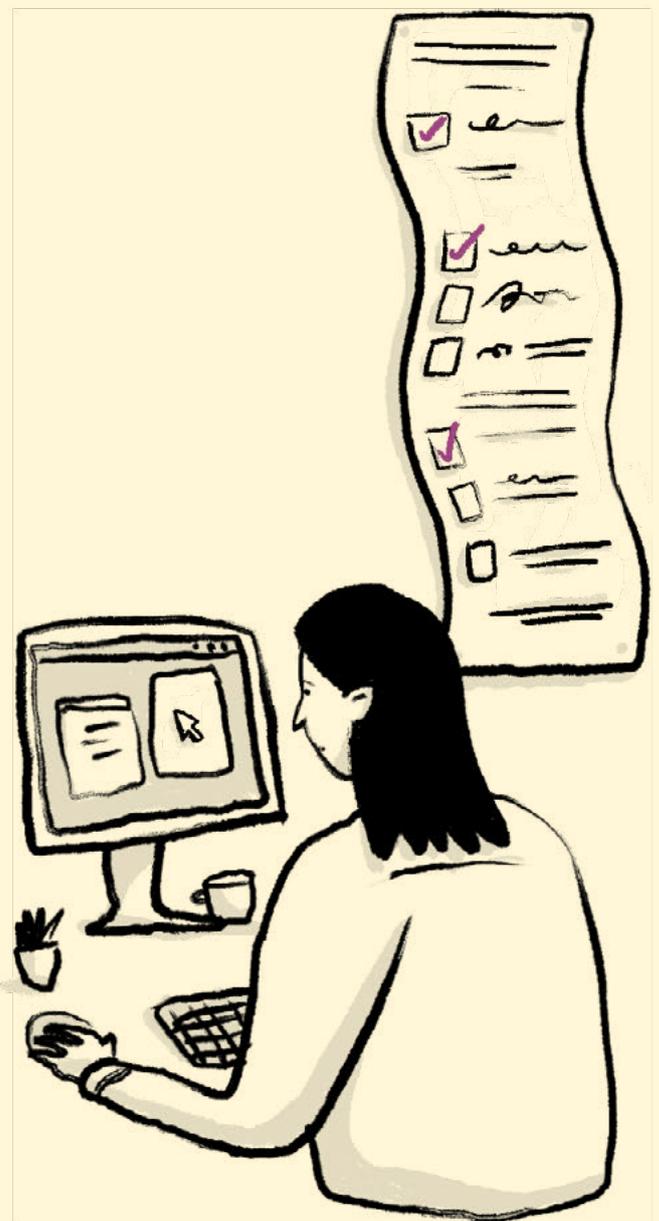
Support from Access to Work can, however, be arranged in the workplace without an assessment report, but this depends on the employer. If the employer agrees that the individual has dyslexia, this is sufficient evidence to apply to the Scheme.

Dyslexia assessments can also be arranged through the NHS, by the individual's GP; however, this is not common practice. A referral would only be made if the individual has an illness which is directly related to dyslexia.

Formal Psychological Assessments for dyslexia are very expensive. If you are investigating this route, please contact your union, Dyslexia Scotland, or Dyslexia Scotwest for information on costs and any potential funding opportunities that may be available.

Some people with dyslexia also have associated or overlapping difficulties:

- Dyspraxia: often characterised by poor physical co-ordination and lack of awareness of time.
- Attention Deficit (Hyperactivity) Disorder - (AD(H)D): displayed through difficulties with attentiveness and impulsiveness.
- Dyscalculia: characterised by a difficulty with basic numerical skills.
- Scotopic sensitivity syndrome or Mearles-Irlen Syndrome: sensitivity to certain types of light and also colour.



# Dyslexia and the Law

## The Equality Act 2010



While Scottish Union Learning defines dyslexia as a learning difference, under British law, it can be classed as a disability depending on its day-to-day impact, which means that people with dyslexia can be protected against discrimination. This can be a complicated issue as some people with dyslexia do not necessarily want to be labelled as having a disability and may not want their employers to know they have dyslexia. The law is very complex and when dealing with dyslexia it is important that Union Learning Reps take advice from local dyslexia organisations or from legal experts. The Equality and Human Rights Commission can also provide useful information and advice.

The Equality Act 2010 protects against discrimination in the workplace, education, public transport and in the provision of goods and services.



Section 6 of the Equality Act 2010 states that a person (P) has a disability if they have:

- (a) a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

People with dyslexia are not automatically disabled; in order to meet this definition of disabled, they will have to meet certain criteria, as specified by the legal definition and legislation. Furthermore, this legislation does not specify the severity of dyslexia required to meet the criteria for dyslexia. We would advise Union Learning Reps to seek advice on whether an individual is likely to be covered by the legislation from their local dyslexia organisation.

## Disclosure

While it is a difficult decision for a person to disclose their dyslexia to an employer, the employer cannot be liable for discrimination arising from disability against this person unless they knew (or should have known) about the claimant's disability.

The legislation means, in most cases, that an employer cannot discriminate against a person with dyslexia in any of the following areas:

- Recruitment and retention of employees
- Promotion and transfers
- Training and development
- Dismissal process

The Act does allow for what is called "reasonable discrimination" where a person's disability makes it impossible for them to do a certain job, such as a blind person wanting to be a truck driver. An example of this for dyslexic people would be an editing position at a publishing company, which requires the worker to read texts carefully all day every day. Many dyslexic people would be incapable of completing this job effectively, in which case it would be reasonable for an employer to discriminate against them by refusing to employ them.

Wherever possible, an employer is required to make necessary changes (known as "reasonable adjustments") to assist a disabled person to do their job. For dyslexic people this could mean the provision of ICT support such as voice recognition software, extra training, provision of coloured overlays etc.

However, these changes need to be "reasonable". For example, it would be unreasonable to expect a dyslexic worker to be provided with a permanent scribe, because that would incur an unnecessary cost to the employer, in having to pay for two people to do one job. The section on "Dyslexia in the workplace" lists some of the types of "reasonable adjustments" which can be made. Dyslexic people are also entitled to reasonable adjustments at the recruitment stage.

Please note that the only employers exempt from the Act are the defence forces.

"Often dyslexia isn't identified until much later in life. If a person's dyslexia is not assessed in early childhood, the person will develop coping skills to hide behind."

— Scottish Artists Union Member

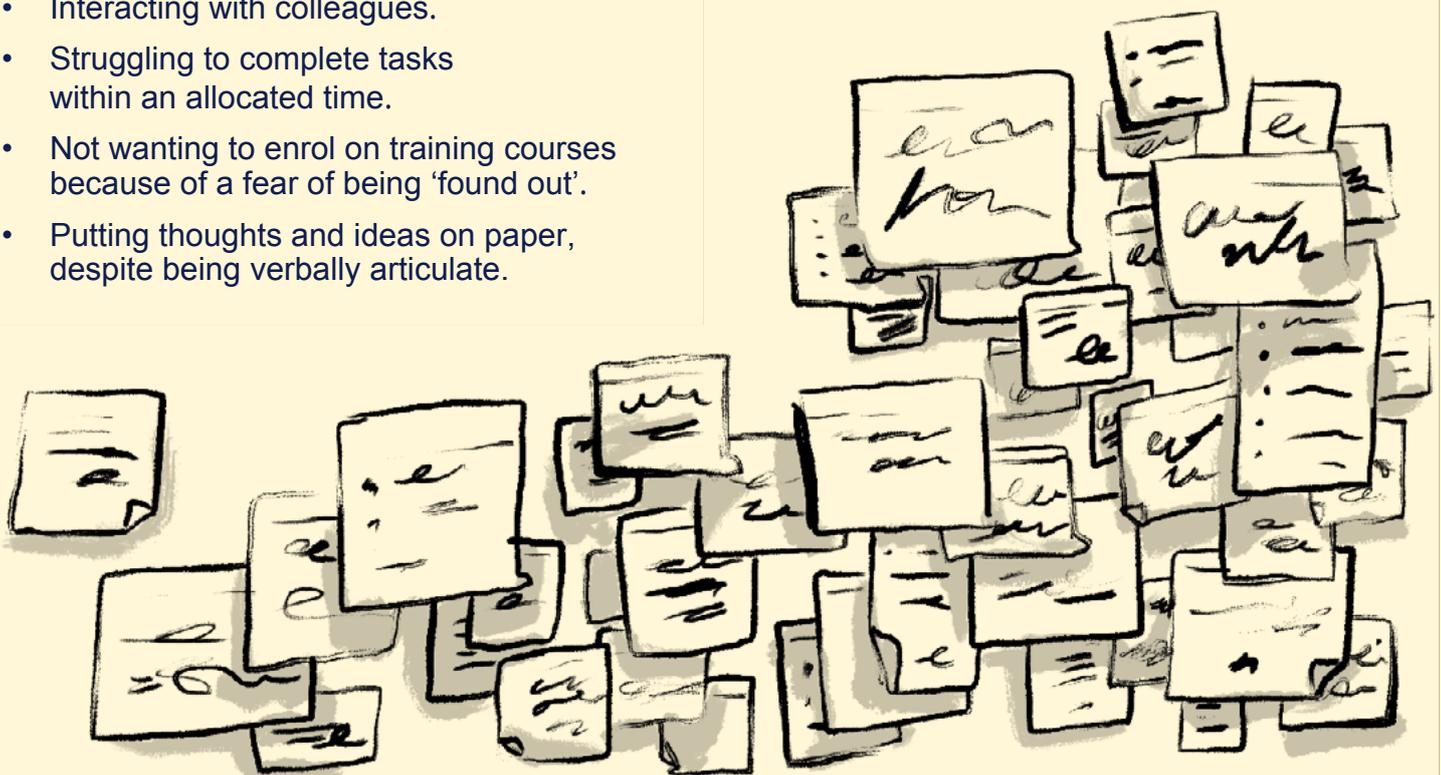
# Difficulties in the Workplace

Adults with dyslexia are often subjected to increased pressure from employers, which can produce stress and anxiety for many. They may experience some of the following challenges in the workplace:

- Understanding written and verbal instructions.
- Filing and being able to look for files, letters, etc.
- Writing letters, reports, emails, etc.
- Presenting written work including numerical data.
- Recording telephone numbers.
- Remembering telephone messages, details of discussions in meetings, etc.
- Formulating thoughts quickly enough to participate in discussions, meetings, etc.
- Understanding tables, charts and maps.
- Organising tasks and meeting deadlines.
- Being able to keep appointments and meeting dates/times.
- Interacting with colleagues.
- Struggling to complete tasks within an allocated time.
- Not wanting to enrol on training courses because of a fear of being 'found out'.
- Putting thoughts and ideas on paper, despite being verbally articulate.

“My Union Learning Rep has given me a great deal of support since I disclosed my dyslexia to him. I had been struggling to keep up-to-date with my work and had become quite stressed. Since discussing my concerns with him, we have worked out better ways for me to organise my workload and I feel much happier in my job. I still don't want my line manager to know I have dyslexia, but if I do decide to tell him I know I will have the support of my union.”

— David



# Reasonable Adjustments

Many changes can be made in the workplace at little or no cost to the employer. The following are just some examples of reasonable adjustments that can be made to assist people with dyslexia in the workplace:

- Presenting printed materials, such as instructions or reference manuals in an accessible format, e.g. easy-to-read font such as Arial, double-line spacing, pastel coloured paper (further information on communications is included in this guide).
- Giving appropriate training and / or supervision for certain tasks.
- Providing help with prioritising tasks and organising workload, e.g. using visual methods such as diagrams and charts rather than written procedures.
- Reduce targets for certain tasks e.g. number of calls to be handled per hour.
- Giving people some quiet time or a quiet workspace for tasks that require a lot of concentration.
- Providing text-to-speech software, and other useful assistive technology.
- Allocating “dyslexia-difficult” duties to another member of staff in exchange for other tasks they are more skilled at.
- Encourage use of colour-coding for filing and use of diaries, weekly/monthly wall planners.

# Communications Guide

The following points are important when giving written and oral communications, and help to ensure that information is clearly presented.

## Written Communications

- Use fonts that are easy to read, such as Arial, Myriad Pro, Verdana, or Tahoma
- Use a larger font, 12 or above
- Use double line spacing
- Do not justify text
- Do not type in block capitals
- Avoid underlining and italics, but use bold text for headings
- Write in short, direct sentences, and keep paragraphs short
- Provide a summary or contents page
- Avoid bright white and glossy paper; pastel colours are good

## Assistive Technology

- Spellcheckers, grammar checkers, online dictionaries
- Calculators
- Reading pens
- Digital recorders - smartphones and electronic devices can be used; Voice Recognition software, such as Dragon Naturally Speaking
- Mind mapping
- The EduApps Family

## Oral Communications

- Summarise main points at the end of long discussions
- Identify action points and who is responsible
- Make sure people have time to discuss issues and share opinions; Avoid reading out documents in full; and check that oral instructions have been understood



### Did you know?

**The Scottish Union Learning Brand was designed to incorporate many of the written communication standards described in this guide. Unions and Union Learning Reps are encouraged to look at the adjustments that can be made to their communication styles to become more 'dyslexia-friendly'.**

# Flowchart

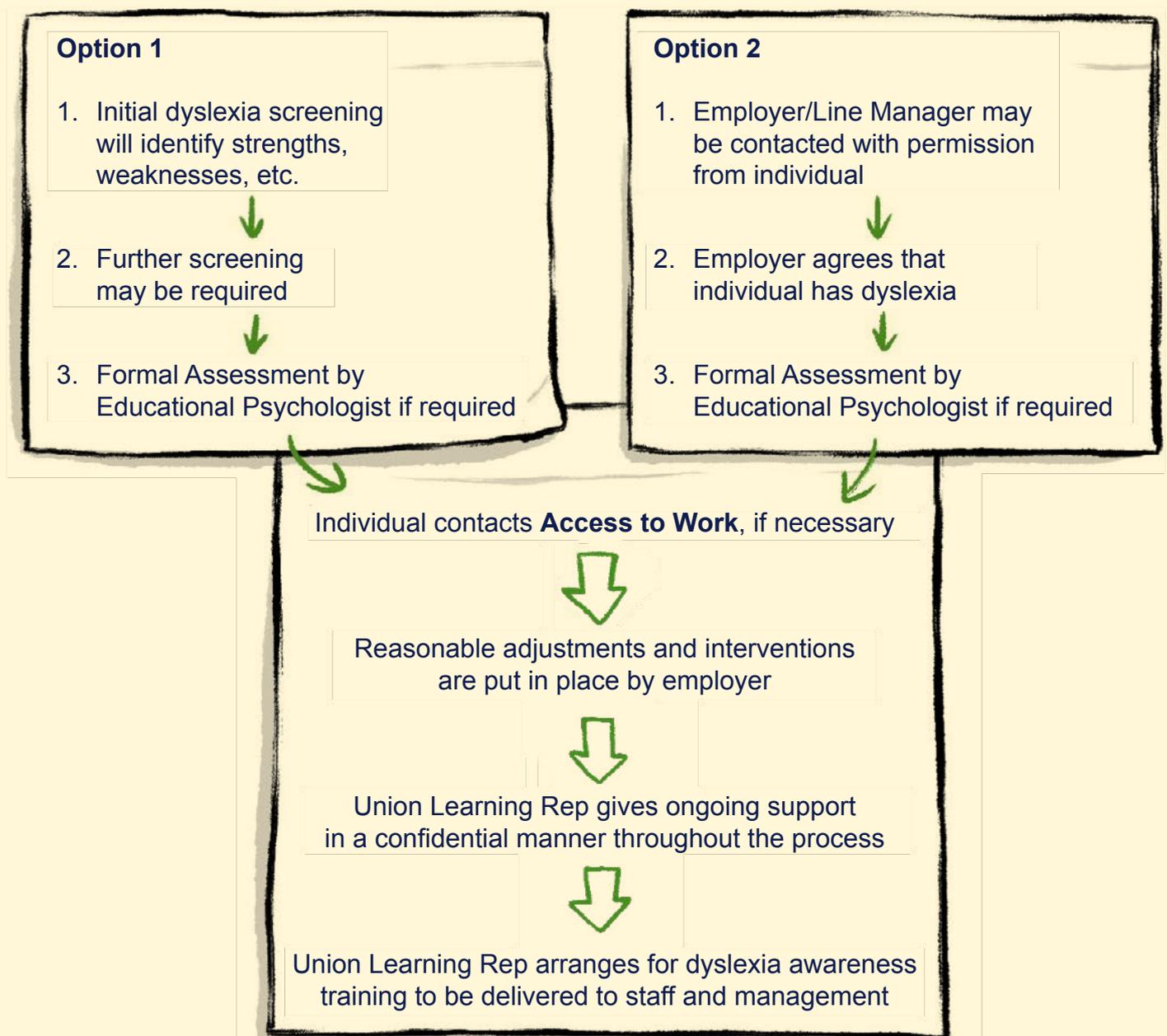
## for Union Learning Reps

It can be difficult to know what to do when someone discloses they have dyslexia. The chart below outlines appropriate steps you may wish to take as a Union Learning Rep.

When an individual discloses that they may have dyslexia, you should seek permission to contact their local dyslexia organisation to arrange a dyslexia screening.

It is entirely up to the individual whether they want to proceed with the screening or discuss it with their employer/Line Manager, and with the Union Learning Rep present.

The individual then has the following options:



# Case Studies

## Case Study 1 - Tam

**This case study highlights the link between anxiety and dyslexia.**

Tam discovered he was dyslexic when he started university at twenty-one years of age. During his time at school, he had no idea dyslexia could even be a possibility, and it was only when he heard the experiences of other people that he thought it might be worth exploring.

Like many people with dyslexia, Tam can get anxious when writing, particularly if what he is writing is going to be seen by other people. He often finds himself re-reading texts a number of times, which means that tasks can take a little longer to complete. Sometimes, areas of work where he could have offered a valuable contribution pass him by as he often second guesses himself.

Tam's dyslexia has resulted in a lot of anxiety and this has had a knock on effect on his overall confidence. However, he has found the move to homeworking beneficial in managing his dyslexia.

## Case Study 2 - David

**This case study illustrates the benefits of having dyslexia.**

David discovered he was dyslexic when he was in primary five, having struggled at school for years. Now in full time work, David considers his dyslexia to be a positive as he feels it helps him stand out amongst the crowd. He feels that he has a different set of skills than the rest of his colleagues.

Something David finds challenging in the workplace is managing emails, including writing, and interpreting them. Often, he finds himself feeling overwhelmed when a lot come in at once. His manager is aware of David's dyslexia, and they have agreed on several adjustments. For example, David tends to call his manager to speak about an issue, rather than use email. David also uses speech to type to read and write.

David feels that other people who are struggling with dyslexia should embrace it and understand that it isn't a gauge of how smart you are or what you can achieve. He wishes he had been more confident in telling employers about it when he was younger. David is starting university in September, which he never expected to be able to do.

## Case Study 3 - Jamie

### **This case study explores the link between dyslexia and mental health.**

Jamie found out he was dyslexic at a young age and was assessed after his brother John was identified; he now knows that dyslexia can be hereditary.

Jamie struggled at school, in particular because of the stigma attached to dyslexia. At that time, he felt that the stigma made him stupid and lazy and if he tried harder, he could overcome the challenges caused by dyslexia.

Eventually, when he left school, he worked in numerous low-paid, precarious jobs such as delivering furniture, painting and decorating and music promotion.

Out of fear in each job, he never told his employer that he was dyslexic and it became his secret. He constantly struggled and found it difficult to overcome even small hurdles as he did not have the confidence or ability to talk about his issues.

As with any disability, Jamie put coping mechanisms in place and at times these came at a cost financially and/or mentally. He now recognises that he suffered from anxiety and depression because he was worried that he would lose his job due to the repercussions caused by his dyslexia.

It was not until he started working in a unionised workplace, became a workplace representative and started supporting members - something he enjoyed and found empowering - that he started to investigate dyslexia in more depth. He learned more about the disability and the unique coping strategies used by people with dyslexia, for example 'thinking outside the box' and having the ability to find solutions.

When he was elected as a workplace representative, he started to gain the ability to talk openly about his dyslexia.

As a result, he began to develop confidence and felt able to speak to other union members about dyslexia. After speaking with members, he realised that everyone with dyslexia is different. In work, he went from being shy and having low self-esteem to finding a purpose and able to speak up for workers, and fight for their terms and conditions.

Jamie discovered that in life, nothing changes overnight and it took time to raise public awareness of dyslexia. He used to 'beat himself up' over the mistakes he made but learned that failure is a learning curve and reminded himself: after every failure, next time fail better.

Jamie is grateful for the support he got from his union, Unite; particularly for the educational opportunities that were available, and the support from officers and staff. He is also grateful for the support and encouragement he received from all his comrades.

One in 10 people have dyslexia, but many go undiagnosed and unnoticed. Too many people do not get the support they need to reach their true potential, but they can access that support from their trade union. Change happens when people start to talk openly about dyslexia and when they raise awareness collectively.

## Case Study 4 - Scottish Artists Union

There is a higher instance of neurodiversity and dyslexia among artists and creative people. Dyslexia is associated with heightened visual-spatial reasoning, increased problem-solving and lateral-thinking abilities; the same processes that can cause difficulty with understanding the printed word can also be a source of creativity. Some artists find having dyslexia informs their art, and that the struggle to express ideas in written language makes their art more potent and unique; a way of looking at the world differently.

Dyslexia changes the way people process information, but little is known about how having the condition makes you feel - how it shapes your life, work, self-esteem, confidence, and how people see and perceive you. In order to make a living in the creative sector, artists are required to present and promote their work by writing about it in funding applications, exhibition proposals, press releases and artist statements to different forms of oral representation from artist talks, to studio visits and other presentations. Many Scottish Artists Union members have expressed that despite knowing their work comprehensively, it can be daunting to write and talk about it publicly. Many have disclosed that they have dyslexia and that the condition can stimulate feelings of isolation and make written tasks more intimidating, challenging and time consuming.

When a dyslexic person is in a situation where they must read and write, it is likely to be very stressful because of the fear of appearing stupid, unprofessional or not proficient enough. This situational stress will exacerbate the symptoms of dyslexia and brain confusion, because of the cortisol 'fight or flight' hormone being released into the brain.

## Case Study 5 - Angus

**This case study is a good example of someone discovering they are dyslexic later in life.**

Angus, a Senior Data Engineer, discovered he was dyslexic later in life when a colleague asked him if he knew he was dyslexic. Confused, Angus asked why his colleague would ask this. His colleague responded saying that he was dyslexic and that he recognised some of his symptoms in Angus. This led to Angus getting a formal assessment months later and, on reflection, he was able to relate his time at school to his dyslexia. In school, Angus was regularly called lazy by the teachers. When Angus went to university, he struggled to keep up with the work and dropped out. Angus feels he has a big advantage in being dyslexic; his ability to problem solve is something he feels he may not have had if he wasn't dyslexic. Similarly, he feels a lot more confident in speaking off the cuff, as he struggles to read off a script.

# Useful Website Links

and further sources of information

## **Scottish Qualifications Authority (SQA)**

[sqa.org.uk](http://sqa.org.uk)

## **Scottish Union Learning**

[scottishunionlearning.com](http://scottishunionlearning.com)

## **The Open University**

[open.ac.uk](http://open.ac.uk)

## **Ability Net**

[abilitynet.org.uk](http://abilitynet.org.uk)

## **The Dyslexia Shop**

[thedyslexiashop.co.uk](http://thedyslexiashop.co.uk)

## **BBC Skillswise**

[bbc.co.uk/skillswise](http://bbc.co.uk/skillswise)

## **British Dyslexia Association**

[bdadyslexia.org.uk](http://bdadyslexia.org.uk)

## **Dyslexia Action**

[dyslexiaaction.org.uk](http://dyslexiaaction.org.uk)

## **Dyslexia Scotland**

[dyslexiascotland.org.uk](http://dyslexiascotland.org.uk)

## **Dyslexia Scotwest**

[dyslexiasw.com](http://dyslexiasw.com)

## **Equality and Human Rights Commission**

[equalityhumanrights.com](http://equalityhumanrights.com)

## **Literacy Trust**

[literacytrust.org.uk](http://literacytrust.org.uk)

## **Access to Work**

[direct.gov.uk](http://direct.gov.uk)

## Further Reading

### **Usdaw**

[An Usdaw Guide to Dyslexia](#)

### **Dyslexia Handbook for Adult Literacies in Scotland 2015**

[Dyslexia Scotland and Scottish Government](#)

### **Union Learn with TUC**

[Empowering Dyslexic Learners](#)

# Further Information

## **Dyslexia Scotland**

1st Floor, Cameron House,  
Forthside Way, Stirling FK8 1QZ

Helpline: 0344 800 8484

Email: [helpline@dyslexiascotland.org.uk](mailto:helpline@dyslexiascotland.org.uk)

Office: 01786 446 650

Email: [info@dyslexiascotland.org.uk](mailto:info@dyslexiascotland.org.uk)

Web: [dyslexiascotland.org.uk](http://dyslexiascotland.org.uk)

## **Dyslexia Scotwest**

1 Sandfield Avenue  
Milngavie, Glasgow  
G62 8NR

Phone: 0141 357 5700

Email: [info@dyslexiasw.com](mailto:info@dyslexiasw.com)

Web: [dyslexiasw.com](http://dyslexiasw.com)



## **Scottish Union Learning**

STUC Centre: 8 Landressy Street, Tel: 0141 337 8111  
Bridgeton, Glasgow G40 1BP Fax: 0141 337 8101

Highlands and Islands: UNISON Building,  
53 Shore Street, Inverness IV1 1NF  
Email: [learning@stuc.org.uk](mailto:learning@stuc.org.uk) Tel / Fax: 01463 248 905  
Web: [scottishunionlearning.com](http://scottishunionlearning.com)

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