

# Briefing

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## **Employment adjustments for people who have Specific Learning Difficulties such as Dyslexia**

**This briefing is not an authoritative statement of the law. While we have made every effort to ensure that the information we have provided is correct, Business Disability Forum cannot accept any responsibility or liability.**

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# Introduction

## What are Specific Learning Difficulties (SpLDs)

### Dyslexia

Dyslexia is the most common Specific Learning Difficulty (SpLD)[1] and research suggests that around 10% of the population (6.6 million people) may be affected by dyslexia.[2] It is not related to intelligence and having dyslexia does not mean a person's intellectual and creative abilities are impaired.

The noun dyslexia comes from the Greek "dys-" which means "difficult" and "lexis" which means "words", "language" or "speech".

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, numeracy, time-management and personal organisation.

### Dyscalculia

The noun dyscalculia comes from the Greek "dys-" which means "difficult" and "calculare" which means "to count"; it is often 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.

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[1] Other Specific Learning Difficulties include Dyscalculia, Dyspraxia, Dysgraphia, Dyspraxia (or Development Co-ordination Disorder) and Attention Deficit Disorder (ADD).

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[2] Source: British Dyslexia Association.

## **Dyspraxia or Developmental Co-ordination Disorder**

The noun dyspraxia comes from the Greek “dys-” which means “difficult” and “praxis” which means “an action”. People with dyspraxia have difficulties with coordination; this does not only include writing, but also walking and balance; movements may not always seem steady. People with dyspraxia also have difficulties with planning, organisation and time management.

## **Dysgraphia**

The noun dysgraphia comes from the Greek “dys-” which means difficult and “graphia” which means “to write” or “writing”. Writing is a fine and complex motor skill. People with dysgraphia have difficulties with the automated action of handwriting, which impacts on the legibility of their handwriting, particularly at speed.

## **Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)**

ADD and ADHD affect people’s concentration and ability to focus, particularly for long periods of time. People with ADD/ADHD may have difficulties with organisation, concentration, behaviour and difficulties with social interactions such as interrupting people at the right time or the appropriateness of comments made.

### 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 document, the text appears blurry and the letters seem to 'move around'. This is accentuated when reading black on white documents.

### Co-occurrence and secondary effects

Frequently people experience more than one SpLD at a time and they may overlap in how they affect individuals. Strategies to support people with more than one SpLDs will remain similar. Also, SpLDs can have secondary effects on self-confidence leading to anxiety, frustration and low self-esteem.

### About Neurodiversity and SpLD

Some Educational Psychologists (in charge of diagnostic assessments) now prefer to include individual specific learning difficulty under a diagnosis of "specific learning disorder" rather than as separate diagnoses.

Neurodiversity is a "new" term originally used by communities of people with Autism in an attempt to move away from the medical model of disability. Now embraced by other communities, it is often used to refer to a wide variety of conditions such as Autism, SpLDs and Specific Language Impairments. Autism is not discussed in this Briefing and is the topic of a separate Briefing on employment adjustments for people who have a diagnosis of autism, including Asperger Syndrome.

## **Assessments**

An individual may not realise they have SpLDs. Job or organisational changes could bring this to light, for example when someone who had secretarial support has it withdrawn.

## **Screenings**

One way of establishing whether a formal diagnostic assessment is required would be to suggest an individual completes one of the many checklists that are available on the internet. These can confirm that many of the characteristics associated with a particular SpLD exist.

## **Diagnostic assessment**

To get a diagnosis of dyslexia or other SpLDs, a person needs to go through a diagnostic assessment conducted by either a chartered Educational Psychologist, a registered educational or occupational psychologist or a Specialist Teacher. The assessment report provides analysed test results, information on the person's weaknesses and strengths and often contains recommended methods of support. When the assessment was made prior to employment (for school or University for example), it may not contain information on reasonable adjustments that could be implemented in the workplace.

## **Workplace assessment**

A professional workplace assessment may be required to plan and offer support in the workplace beyond the acceptance that a person will need to approach tasks differently. This also applies when a member of staff has a diagnostic report confirming that they have SpLDs but that does not outline the support they require in the workplace. Recommendations made in a report will be job specific and apply to the individual only.

If a workplace assessment is required, it is important to raise the following points with any prospective Educational Psychologist before they undertake the assessment:

- Ask for a report sample. This will provide you with an example of the assessment you receive for an individual.
- Ask for testimonials. What work have they carried out for other employers? Who have they worked with?
- In the case of a diagnostic assessment, ask if the report will include adjustments for the individual in the workplace. Explain why this is essential as it enables you to support the individual moving forward, and to meet your legal duty to provide reasonable adjustments.
- Provide the psychologist with a full and current job description for the individual who needs the assessment.
- Following the assessment, if the individual is advised to obtain some coaching or training, shop around. Speak to other educational psychologists or training consultants who provide this service.



# Employment and people with Specific Learning Difficulties (SpLDs)

Many people who have SpLDs will be protected under the Equality Act 2010 but will not consider themselves to be disabled.

Nevertheless employers have a legal obligation to make reasonable adjustments and not to discriminate against employees who might be facing barriers at work because of a disability or long-term condition – even if it has not been diagnosed as a disability or accepted as such by the individual.

Employers should be aware that non-visible disabilities, such as SpLDs, mean that barriers can be less obvious. This means reasonable adjustments may be harder for employers to determine and put in place. Employers can seek advice from Work Coaches and Disability Employment Advisers at Jobcentre Plus who refer people with SpLDs for positions. There are also organisations which offer specialist advice and disability awareness training to help employers ensure that their recruitment processes are barrier-free for those with SpLDs – **see page 31** for further details.

It is important that employers have an open and honest conversation with new employees and their support staff about the barriers that may be present in the workplace and what simple measures might help remove the barriers. The best practice approach is to make adjustments for anyone who needs them in order to work effectively and contribute fully to your organisation.

Most employers will want to know what is 'reasonable'. Doing what seems fair for the individual and others who work for you given the size and resources of your organisation is a good place to start.

This guidance will help you deliver best practice.

- You might need to treat people differently in order to treat them fairly.
- Don't make assumptions about what people can and can't do.
- Ensure that everyone knows who is responsible for doing what and when it must be done.
- Involve the individual in generating solutions and respect their right to confidentiality.

For more detail on the law and making reasonable adjustments contact **Business Disability Forum's Advice Service** on telephone number **+44-(0)20-7403-3020** or by email **[advice@businessdisabilityforum.org.uk](mailto:advice@businessdisabilityforum.org.uk)** or see the Briefing on The Equality Act 2010.

# Reasonable adjustments and best practice

Do not make assumptions about what someone can or cannot do. A person with SpLDs will often have talents as well as difficulties.

For example the person may be a fast thinker, a good problem solver and have excellent visual and spatial awareness. Most people with SpLDs, once they understand their disability, are inventive in developing coping strategies that enable them not only to learn and work effectively but also to adopt a fresh approach to problem solving.

Consider the skills, abilities and aspirations of each individual and implement appropriate support so that everyone can maximise their potential; this can have a positive effect on an organisation as it unlocks different ways of tackling problems and making decisions.

The severity of SpLDs varies, as do the strategies that help people with SpLDs overcome problems in employment. Adjustments may well be simple and inexpensive and they make good business sense: without adjustments, good candidates may not apply for jobs and good employees could be lost. Precise requirements vary from one individual to another, so you should always ask the person what they need.

By talking to employees both at the beginning of employment but also regularly about their work going forward, employers are better able to identify difficulties that could be attributable to an employee having SpLDs.

## Recruitment and selection

Candidates who have SpLDs may be prevented from demonstrating their abilities and potential by conventional recruitment processes.

You need to make sure that you do not discriminate against a disabled job applicant during the recruitment process. You may also have to make reasonable adjustments. It is important not to make assumptions about what the applicant can or cannot do; instead, ask applicants about reasonable adjustments they may require. If you use external recruitment agencies, ask for evidence that they make reasonable adjustments for disabled applicants and work to the standards that underpin this guidance.

Employers should be aware that some potential employees with SpLDs may have in place or need to put in place effective support from a specialist job coach. Local employment support providers can be contracted by Jobcentre Plus staff to support people before, during and after recruitment. The Access to Work (AtW) scheme can help fund adjustments, for example adaptations to equipment. AtW does not however provide funding for the cost of a Specific Learning Difficulties assessment. For more information about who can use Access to Work, visit: **GOV.UK - Looking for work if you're disabled**.

Further information on best practice for recruitment and selection is also available from the Government's Disability Confident scheme; for further information, visit: **[disabilityconfident.campaign.gov.uk](https://disabilityconfident.campaign.gov.uk)** or contact **Business Disability Forum's Advice Service** on telephone number **+44-(0)20-7403-3020** or by email **[advice@businessdisabilityforum.org.uk](mailto:advice@businessdisabilityforum.org.uk)**.

**Remember it is unlawful to ask questions about health or a disability prior to job offer under the Equality Act 2010 unless the question relates directly to an intrinsic aspect of the role for which the person is applying, or is for the purpose of making reasonable adjustments to the application or interview process. Questions about disability can still be asked on equal opportunities monitoring forms.**

### Job descriptions

Job descriptions can inadvertently place unnecessary barriers in the way of people with SpLDs. When drawing up job descriptions:

- Provide them in easy read format.
- Distinguish between essential and desirable requirements and ensure you present an accurate picture of the job and key skills actually required, e.g. the essential criteria of a receptionist is to answer the telephone and meet and greet visitors; a desirable skill may be to take notes of meetings.
- Concentrate on what is to be achieved in a job rather than how it is achieved. People with SpLDs may do things in a different way, e.g. a person with SpLDs may record information on a Dictaphone rather than writing it down.
- Do not ask for educational qualifications that do not relate to the position. This will exclude people with SpLDs who have not been successful in education.
- Accept completed application forms in alternative formats and appreciate that a written application may have been completed with support.

There is no requirement to alter the fundamental nature of a job so that a candidate with a disability can do it.

## **Advertising and attracting applicants**

When advertising a job:

- Use positive wording like “we welcome disabled applicants” or “being part of Business Disability Forum’s membership highlights our commitment to being a disability-smart organisation”.
- Provide details about the entire selection process.
- Provide a point of contact for people who are concerned about the recruitment process, using a range of contact methods.
- State that applications will be accepted in alternative format, e.g. by email or on a USB stick.
- Display or mention the Disability Confident symbol if you are a symbol holder.
- Be clear that you are willing to make reasonable adjustments.
- Consult your local Jobcentre Plus which can help you make your recruitment process accessible. As well as advising on your recruitment process, Work Coaches and Disability Employment Advisers at Jobcentre Plus will also know of individuals with SpLDs who may be suitable candidates. Business Disability Forum Members and Partners can contact us for help.
- Advertise in more than one medium. In addition to mainstream press, advertise on local radio, talking newspapers and online.

## **Application forms**

To make sure you do not unintentionally exclude a candidate from applying for a post:

- Use a clear sans serif font, minimum font size 12 point.
- Be prepared to provide the application form by email or in paper format, potentially on coloured paper. Better still, offer this facility when the job is advertised. Make sure, however, that you have mechanisms in place for accepting paper applications or applications sent by email. This will mean that the individual need not be concerned about written presentation and can also use a spell checker.
- If recruiting online, ensure that software does not automatically sift out applications that contain spelling errors. Remember most jobs allow people to use spell check facilities.
- If requested, use matt, pastel coloured paper. Some forms of dyslexia and visual stress are exacerbated by contrast, with black against white often the worst. Pastel colours will reduce the effect of words 'swimming' or 'jumping' on the page.

Adjustments may need to be made to the shortlisting process because an applicant may:

- Apply for a job for which they are over qualified because they need to regain confidence.
- Have gaps in their CV due to their disability.
- Have gained experience outside of paid employment, e.g. work experience and voluntary work.

Application forms should be clear, easy to fill in and as straight forward as possible to improve accessibility. Where possible, an easy read version should also be made available.

## **Interviews and tests**

Ensure that candidates who have SpLDs are able to demonstrate their ability to do the job and what they can contribute to your organisation. Focus on the person's abilities, not on the person's SpLDs. If you have any doubts about a person's ability to do an intrinsic function of the job simply ask how they would do it.

If selection normally involves a test, be sure that it does not discriminate against an applicant with SpLDs:

- Discuss the test with the test publisher and seek guidance on possible adjustments including alternative formats.
- Consult candidates with SpLDs in advance so that necessary adjustments can be made.

Remember that different people will have different adjustment requirements. Not everyone will need all or even any of these adjustments but possible test adjustments include:

- Ensuring that test instructions are clearly read aloud and provided on paper; if possible, provide the test on off-white / cream paper.
- Ensuring that any instructions are understood by the candidate.
- Allowing candidates with SpLDs more time to complete the test unless the job requires the task to be completed in a specified time.
- If adjustments are unsuitable, be prepared to waive the test. There are often equally satisfactory ways of getting the information.
- Allowing the use of a computer with a spell checker if this will be available when doing the job. If this is not possible then allow the use of a scribe.



When you invite applicants for an interview, make sure you ask all candidates if they require any adjustments to be made for the interview. With adjustments, the interview allows you to assess the ability of candidates with SpLDs.

- For some people with SpLDs, attending an interview will be a daunting experience. If you do choose to interview, help them feel at ease and allow time to become accustomed to the situation.
- Consider using an informal interview. A more relaxed situation could enable applicants to convey a more accurate picture of their abilities.
- Allow more time during the interview for the applicant to answer questions.
- Consider waiving certain aspects of the process, e.g. is a group interview appropriate or necessary.

## Post job-offer

Once someone has been offered a job, you may need to make adjustments to ensure they can perform to the best of their ability.

Start getting the adjustments in place as soon as practicable after you have made an appointment – it may take time to set up reasonable adjustments and secure Access to Work funding when applicable. Consult the individual and make sure that the employee's manager or supervisor understands the agreed adjustments. Appropriate disability awareness training can be useful for the candidate's team but only if the individual is comfortable with this.

Build in regular reviews of adjustments, for example at the end of the probationary period, in supervisory sessions and performance appraisals to ensure that the adjustments are still effective. Ensure that you take the same approach to adjustments when a person with SpLDs applies for promotion, again not making assumptions about what the employee can or cannot do.

Completing a 'tailored adjustment plan' with new employees who have a disability or with an employee who develops a disability is a good way of recording and reviewing adjustments that have been agreed and actions that will be taken if the employee is absent due to ill-health.

To see an example of a tailored adjustment plan and to download a template, visit Business Disability Forum's website at **[businessdisabilityforum.org.uk](https://businessdisabilityforum.org.uk)** or contact **Business Disability Forum's Advice Service** on telephone number **+44-(0)20-7403-3020** or by email **[advice@businessdisabilityforum.org.uk](mailto:advice@businessdisabilityforum.org.uk)**.

Below is a non-exhaustive list of suggested adjustments, organised under four categories: reading; processing and memorising information; writing; time and work planning; and general difficulties.

A number of suggestions are in each category. The person's pattern of SpLDs may make some of these inappropriate. For example, if a person has difficulty in reading, then asking them to take notes and check them as a way of remembering and following verbal instructions will not be appropriate. Instead, encouraging the employee to use a digital voice recorder (Dictaphone) may be the best solution.

Try out some of the adjustments until the person finds the best way of working. Remember, do not assume that as the employer, you know best – always consult the individual.

### Reading

- You may need to highlight salient points in documents and discuss the material with the person.
- Allow plenty of time for them to read the information.
- You may need to provide printed information on coloured paper; find out which colour helps the person to read the best.
- Computer settings can be modified to change the background colour of electronic documents; alternatively, a dedicated coloured overlay software can be installed; refer to page 25 for more information.
- Supply a scanner (for print documents) and text-to-speech software (for both print and electronic documents); this will allow documents to be read out loud. Alternatively, allocate someone else to read aloud.
- Use alternative mediums to present information such as audio recordings, videos, drawings, diagrams and flow charts.
- Avoid asking the person to read aloud if it is difficult for them.
- When possible, provide meeting hand-outs and other related documents in advance of the meeting.

### Processing and memorising information

- If someone has difficulty with hidden meanings in conversation then give clear, concise and direct instructions. Do not hint, or make assumptions that you have been understood.
- Use illustrated mind maps to present concepts rather than written information.
- Communicate instructions slowly and clearly, in a quiet location and one at a time when possible.
- Consider giving verbal, written instructions or a mixture of both.
- Allow the person to make notes of instructions given and of one to one conversations or meetings.
- Alternatively, allow them to record using a digital voice recorder (Dictaphone).
- Encourage the person to ask questions if they need to confirm that they have understood information correctly; repeat instructions again if necessary.

### Writing

- Supply a speech-to-text/dictation software.
- Supply a phonetic spellchecker designed to pick up common dyslexic spelling mistakes. Some text-to-speech software integrate this particular feature.
- Enable spell checking programmes on all computers used and in all applications including emails.
- Alternatively, you may want to allocate someone to handwrite and/or proofread for them.

## **Time and work planning**

If someone has concentration difficulties or distractions:

- Make sure the workspace is quiet and away from distractions (e.g. away from doors, busy phones, loud machinery).
- Allocate a private workspace if possible.
- Where feasible, allow an employee to work from home.
- Provide training on organisational skills, e.g. mind mapping, note-taking, planning and prioritising.

The employee should be supported if these adjustments are made so they do not feel isolated in the workplace.

If someone finds it difficult coping with interruptions:

- Use a 'do not disturb' sign when specific tasks require intense concentration and allow their telephone to be put on a 'do not disturb' setting or to be redirected to voicemail.
- Encourage other co-workers not to disturb the person unless absolutely necessary.
- When interrupting, allow the person to pause and write down what they are doing to refer to when resuming work.
- Encourage them to ensure that each task is completed before starting another or that they are clear about how they are planning to multi-task.
- Encourage outgoing rather than incoming calls. Offer training in how to use the telephone effectively, e.g. jotting down key points before making the call.
- Organise quiet times for certain hours of the day, and discourage interruptions during this time.
- Allow time to prepare before meetings.

To help remember appointments and deadlines, you can remind the person of important deadlines and review priorities regularly or:

- Hang a wall planner that visually highlights daily/monthly appointments, deadlines, tasks, projects etc.
- Supply an alarm watch or make use of the alarm and reminder settings present on smartphones and calendar software such as MS Outlook, Google Calendar and Thunderbird.

To ensure that someone can find items easily, ensure that work areas are organised, neat and tidy and that items are appropriately named and kept where they can be clearly seen. Make sure that the team returns important items to the same place each time. Colour coding items can also help.

To help organise workflows they could:

- Use a wall planner.
- Prioritise important tasks.
- Create a daily dated 'to do' list.
- Use diaries.
- Allow extra time for unforeseen occurrences.
- Decide how long a task should take and use a timer to keep to deadlines.
- Build planning time into each day.

## **General difficulties**

If someone tends to reverse numbers:

- Encourage the person to say the numbers out loud, write them down, or press the calculator keys – check that the figures have been understood.
- Supply a talking calculator.

If someone has problems with directions they could:

- Always try to use the same route and note visual landmarks.
- Allow extra time to get to an unknown location.
- Practise going from one place to another.
- Use detailed maps.

If someone has difficulties with short term memory especially names, numbers and lists they could:

- Use mnemonic devices and acronyms.
- Organise details on paper so that they can be referred to easily, using diagrams or flow charts.
- Allow them to ask questions and repeat information to ensure that they understood information.
- Use multi-sensory learning techniques, e.g. read material out to a digital voice recorder (Dictaphone) and then play it back while re-reading.
- Use computer software. Well-developed programme menus and help features can be useful.
- Use a calculator.

# Working arrangements to retain employees

Further adjustments to ensure the employee can work effectively might include:

- Developing a work pattern that the person is able to learn, remember and maintain.
- Being prepared to reallocate some duties throughout the team. This does not mean that the core tasks need to be removed.
- Ensuring that the person is familiar with existing tasks before you look at increasing the pace of the work.
- Using an external support worker or job coach if necessary. This can be organised through Access to Work.
- Providing the employee with clear expectations. Outline the job requirements and how they fit into the overall business objective, e.g. show an assembly-line worker the finished product and how their job helps to develop it.
- Allowing flexible working hours, but also be aware that routine is important for some people.
- Encouraging feedback. Praising employees for good work instils confidence. Constructive criticism helps to define boundaries and expectations.
- Appreciating that a person with a learning difficulty may require extra management support. Allow additional time.



# Assistive Technology

People with disabilities, including people with SpLDs, may find it beneficial to use Assistive Technology (AT).

This can be a piece of equipment or software that alleviates part or all of the difficulties they have in a certain area. New pieces of software and equipment are developed regularly but we have compiled below a short list of AT that can be considered for people with SpLDs. The information below is focused on Windows computer software however there are MacOS and smartphones equivalents available.

## Recording information

Recording can help people alleviate some of the difficulties they have with processing and memorising information. This can be done using a digital voice recorder, which is a portable piece of equipment. However, as more and more people use smartphones for their personal and/or professional use, dedicated recording apps (inbuilt or downloaded) can be used. In that case, a dedicated external portable microphone is recommended to improve the quality of the recording. A portable battery pack would also be recommended as recording on smartphones can reduce the inbuilt battery life.

## Mind mapping software

Mind maps allow people to illustrate concept and ideas, to structure information and project in a visual format. People with SpLDs may find it easier to visualise concepts rather than transferring their ideas in a written format. Some mind mapping software allows the quick transfer of documents in a MS Word, presentation or project format, for example: MindView, Inspiration and Mind Genius

## **Text-to-speech software and 'SpLD' software**

Text-to-speech software allow the user to listen to written text from either printed documents or book extracts that have been scanned in or from electronic documents. Such software alleviates the difficulties one can have with reading, processing written information and focusing on written documents.

Dedicated 'SpLD' package software offer text-to-speech features as well as screen coloured overlays and rulers, spellcheck, talking calculator and an offline dictionary, for example: ClaroRead Plus and Read&Write Gold.

## **Dictation software (speech-to-text)**

Speech recognition software allow the user's voice to be transcribed into a written form. Voice is captured using either a dedicated microphone or an external device such as a digital voice recorder (Dictaphone), for example: Dragon Pro Individual.

## **Spellchecking**

People with SpLDs may have difficulties proofreading their work and identifying their errors. To alleviate these difficulties, vocabulary specific spellcheckers may be available. Auto-correction can also be considered, for example: Global AutoCorrect, SpellCheck, Medincle (medical spellchecker only), Grammarly (online).

# Induction and training

Disability and the need to make adjustments should be embedded in all policies, for example, policies on sickness absence, training and performance appraisals.

New recruits should be made aware of these policies during the induction procedure. People with SpLDs should be made aware that they can ask about any problems they may have, particularly at the beginning of a new job.

It is important that your standard induction and training programme is accessible, so an employee with SpLDs can access the same information as everyone else. You may also want to provide a workplace mentor to ensure supportive training. This can provide another employee with valuable personal development.

Consider offering additional time to employees with SpLDs during training sessions or when completing e-learning modules.

Ensure employees with SpLDs also have equal access to further in-house and external training, meetings and career development opportunities.

# Communication

Clear and open communication is key to successful working relationships:

- Keep language simple and to the point.
- Avoid using jargon and sarcasm.
- Check with the individual how they prefer to communicate and develop a flexible approach to communication. People with SpLDs may prefer verbal instructions when others may prefer written instructions.
- Be patient. It may take more time for a person with SpLDs to understand instructions and provide responses.
- Allow the individual to ask questions if they need to clarify their instructions. They may seek reassurance when doing so.
- Regularly ask the individual whether there are any problems you can help with.

# Teamwork

To maximise the involvement of employees with SpLDs in the business and with their colleagues:

- Ensure that colleagues are appropriately aware of any adjustments needed to maximise interaction, e.g. communicating verbally rather than by email.
- Do not assume that workplace jargon/abbreviations are understood.
- Always invite them to work social events and make them feel part of the team.
- Ensure that every employee is aware of your organisation's disability and adjustments policies.
- Implement appropriate disability and workplace adjustments' training. Remember that flexible working practices will have direct business benefits, encouraging participation and loyalty across the workforce.

# Harassment

A person who has SpLDs may be particularly vulnerable to harassment from their colleagues.

As an employer you must take all reasonable steps to deal with harassment. Harassment includes not only physical or verbal abuse, but also anything which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment stems from stereotyping, lack of understanding, intolerance of difference and fear. To prevent the bullying and harassment of anyone you should:

- Ensure your organisation has clear policies on workplace bullying and harassment and that complaints are investigated promptly and effectively. Ensure these policies are communicated across the organisation through campaigns and awareness raising initiatives.
- Make it clear that any harassment, including on grounds of disability, will not be tolerated and that perpetrators will be dealt with through the organisation's disciplinary procedures.
- Ensure management understands that people who have SpLDs experience increased risk of harassment and provide training for line managers to help them to identify and manage incidents connected to bullying and harassment in the workplace.
- Make the employee aware of their right to equal treatment, their entitlement to make a complaint and to initiate a grievance.
- Allow employees access to support networks internally or externally from work. If possible ensure employees who have experienced bullying or harassment have access to professional and confidential counselling.
- Ensure appropriate disability awareness training is implemented across your workforce to challenge stereotyping.

# Further sources of reference

## Useful organisations

### Business Disability Forum

Nutmeg House, 60 Gainsford Street,  
London SE1 2NY

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

Website: [businessdisabilityforum.org.uk](http://businessdisabilityforum.org.uk)

Business Disability Forum (BDF) is a not-for-profit membership organisation that supports businesses to recruit and retain disabled employees and serve disabled customers.

Business Disability Forum provides pragmatic support, expertise, advice, training and networking opportunities between businesses. Our aim is to transform the life chances – and experience – of disabled people as employees and consumers.

### British Dyslexia Association

Unit 8 Bracknell Beeches,  
Old Bracknell Lane,  
Bracknell, RG12 7BW

Helpline: +44-(0)33-3405-4567

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

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

British Dyslexia Association (BDA) provides a support network, helpline, computer advice service, publications, teacher training, conferences and exhibitions.

## **Dyslexia Action (training and shop)**

Real Group Ltd,  
Canterbury Innovation Centre,  
University Road,  
Canterbury, CT2 7FG

**Tel: +44-(0)1784-222-304**

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

Dyslexia Action provides an online shop with items such as coloured overlays, online short courses and qualifications about dyslexia and co-occurring difficulties.

## **Independent Dyslexia Consultants**

Fifth Floor Tavistock House,  
Tavistock Square,  
London, WC1H 9HX

**Tel: +44-(0)20-7388-8744**

**Email: [info@dyslexia-idc.org](mailto:info@dyslexia-idc.org)**

**Website: [dyslexia-idc.org](http://dyslexia-idc.org)**

Independent Dyslexia Consultants offers psychological diagnostic assessment and/or counselling, tuition and training, advocacy and awareness raising through telephone advice, lectures, talks and workshops and publications in journals or books.

Business Disability Forum would like to gratefully acknowledge the help of Independent Dyslexia Consultants in consulting with us on the advice and guidance included in this Briefing.



## **ADHD Foundation**

151 Dale Street,  
Liverpool, L2 2AH

Tel: +44-(0)151-237-2661

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

The ADHD Foundation works with individuals, families, doctors, teachers and agencies to improving emotional wellbeing, educational attainment, behaviour and life chances through better understanding and self-management of ADHD, ASD and related learning difficulties.

## **Dyspraxia Foundation**

8 West Alley,  
Hitchin SG5 1EG

Tel: +44-(0)1462-454-986

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

The Dyspraxia Foundation aims at providing information and answering questions about dyspraxia.

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