



SEST Impact Report

- 2022 - 2025

*Making a difference to children and adults,
families, schools, teachers, charities and
the communities we represent.*



Hampshire
Dyslexia
Association

Foreword

by Sue McKenna, Chair

£154,187

Total
Grants

1,304

Direct
Beneficiaries

5,928

Indirect
Beneficiaries

12

Schools
direct help

271

teachers
attended
training

The Hampshire Dyslexia Association (HDA) was founded in 1972, and its objects have included:

- 1** Acquiring and holding information about dyslexia and providing this to the public through a range of channels including newsletters, the helpline, the website and social media
- 2** Arranging meetings, training courses, consultancies, conferences about dyslexia and related topics
- 3** Inviting membership of the Charity and providing services to members
- 4** Obtaining funds to pursue these objects
- 5** Assisting other charities or other bodies, financially or otherwise, in the pursuit of these objects.

For most of these years, funding was obtained by membership fees, open meetings, grants from local authorities and fees from training and related consultancies. This provided a steady and useful income for a limited range of activities.

In 2022, the HDA was granted £236,525 by the Liquidators of the Stanbridge Earls School Trust (in liquidation) (SEST) which enabled the charity substantially to increase its activities, influence and effectiveness.

This presented the Trustees with challenges!

Because no formal guidance or specific requirements had been attached to the donation, much discussion took place immediately at

Trustee meetings and initial planning centred around these principal ideas:

- Funds should be disbursed steadily over a short period of, say, four years, in pursuit of the charity's objects.
- The funding of assessments would be an important activity because these emerged in recent years as the key to improving the life chances of children with dyslexia
- It followed that HDA should consider allocating some funds to its existing but hitherto limited bursary scheme.
- The charity may have to engage staff to drive these efforts day-to-day with a substantial increase in administration



- The charity could see the need for capacity building in its geographic area for teacher training, specialist development and assistive technology.
- This was an opportunity to develop a legacy of sustainability for the charity's future for the benefit of future service users.

It was decided taking on staff would not happen, to preserve as much of the funds as possible, and so the Trustees set up grant-making capacity within the charity with the following brief:

- Establish a designated fund within the charity's accounts so as to keep the SEST funds separate from the charity's general, unrestricted funds.
- Develop the model by which external proposals would be measured
- Develop a Request for Proposal document encompassing this model and setting out other conditions
- In this respect, proposals should:
 - be focused on young persons
 - support the charity's objects
 - benefit residents of Hampshire, Portsmouth, Southampton and the IoW
 - not fund fixed costs such as salaries, utilities, transport or buildings
 - be submitted from entities vetted by one or more HDA Trustee
 - generally limited to £15,000 overall

It is with great pleasure that, following these parameters, we can report that £154,187 has been distributed to over 18 successful applicants. Applications from 4 projects did not meet the criteria agreed and were not successful.

This funding has allowed HDA to make a difference to individuals, families, schools, teachers and the communities we represent. We are grateful to the Trustees of the Stanbridge Earls School Trust for having the belief in our Association to distribute this legacy following the ethos of Stanbridge Earls School.

We owe thanks to those friends of HDA, including the British Dyslexia Association, Wiltshire Dyslexia Association, Dorset Dyslexia Association (now sadly closed), Jo Rees on the Isle of Wight and the Helen Arkell Dyslexia Charity, for their interest and advice over many years.

The Trustees, past, present and those no longer with us, have made this possible and I sincerely thank each and every one of them for their generosity of time, energy and diligence in making the distribution of this fund possible and contributing to this Impact Report.

Sue McKenna

Sue McKenna
22nd October 2025.

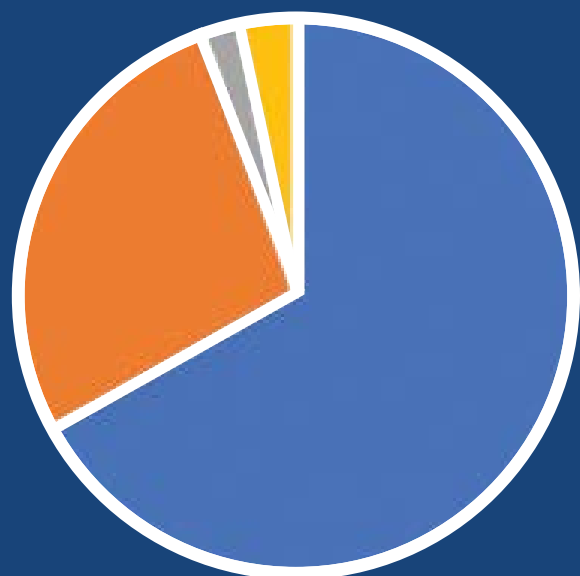
Grant Distribution Analysis

Effective Funding Across all of Hampshire and the Isle of Wight

Since the funds were received from the SEST liquidators, HDA has paid out £154,187 to a wide range of projects. This analysis breaks down these grants in terms of recipients, ultimate beneficiaries and geographic spread, demonstrating responsible and effective distribution of charitable funds.

Direct grant recipients (modified as at 3.10.2025)

Charities	103,155
Schools	42,384
Sponsorships	3,473
Consultants	5,175
	154,187



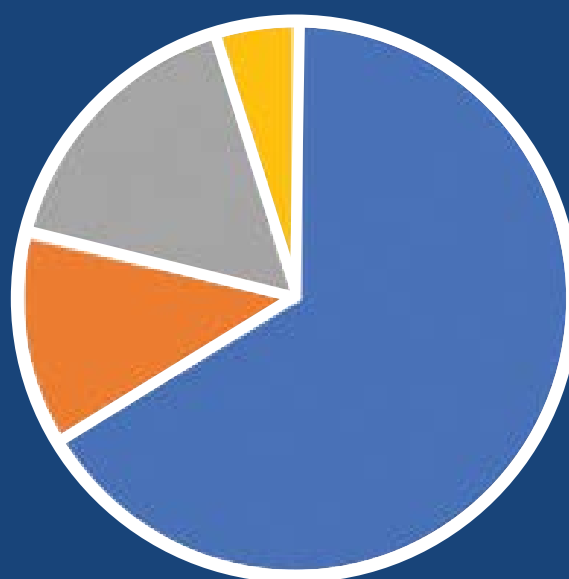
Application of Grants by intervention

Assessments	65,795
Resources	8,378
Tech resources	8,877
Conferences	2,816
Training - specialist	30,158
Specialist teacher	25,570
Therapy (SALT & OT)	12,093
Capacity building HDA	500
	154,187



Geographic spread of funding

Hampshire	102,342
Southampton	18,953
Portsmouth	25,570
Isle of Wight	7,322
	154,187



Case Study - HADC

Hampshire Dyslexia Association Restricted Dyslexia Fund Report



How the bursary fund from HDA supported students

Thanks to the Hampshire Dyslexia Association Restricted Dyslexia Fund, disadvantaged children and families on low incomes across Hampshire and the Isle of Wight have received vital specialist dyslexia services which they could not otherwise afford.

The services provided through the HDA funding included essential diagnostic assessments and specialist dyslexia tuition.

Number supported: 84 children and young people from Hampshire and the Isle of Wight

Age range: 7-23 years old

Value of support: ranged from £50 to £912, with the average per person being £545.

Support Given:

- 47 people received a dyslexia assessment by a specialist teacher assessor.

- 2 people received a dyscalculia assessment by a specialist teacher assessor.
- 23 people received a dyslexia assessment by an Educational Psychologist, due to complex needs.
- 12 people received courses of one-to-one tuition.

Gender: 45 female/39 Male

Hampshire and IOW bursaries funded by HDA: 41% of Helen Arkell Dyslexia Charity Hampshire and IOW bursaries during the last two years were funding by HDA.

The impact of the funding for Helen Arkell Dyslexia Charity

Organisational Growth and Reach

Demand for our bursary funded dyslexia services has soared due to the continuing cost-of-living-crisis, with a 275% increase in disadvantaged beneficiaries since 2019. Thanks to the HDA funding, we've been able to support more families who are struggling to access help for their children with dyslexia. This has meant increasing the number of assessments and tutoring sessions we can offer in the county.

With growing demand from across the UK, the funding has enabled us to extend our reach into new regions, allowing us to allocate resources more widely and respond to emerging needs in other areas.

Operational Benefits

The funding has enabled us to continue offering

work to our dedicated team of dyslexia specialists, improving staff retention. This stability allows us to maintain high standards of service delivery, helping our specialists to grow their skills and experience. As a result, we're able to provide consistent, high-quality support to those who need it most.

Alignment with Our Mission

This work is at the heart of what we do: removing barriers to learning for children with dyslexia, especially those from disadvantaged backgrounds. The funding has allowed us to stay true to our mission while also demonstrating the real-world impact of our approach to other potential supporters.

Broader Social Impact

By helping children access the support they need, we're not just improving their academic outcomes — we're also boosting their confidence and helping families feel less isolated. The funding has played a key role in raising awareness of dyslexia and neurodiversity in communities where understanding and resources are often limited.

Long term benefits

A survey of people receiving bursary funded support through Helen Arkell Dyslexia Charity from the last 3 years illustrates some of the long-term benefits:

- 99% agreed having an assessment helps to understand themselves better, including strengths/weaknesses.
- 96% agreed having an assessment helps to access further support.
- 92% reported improved confidence.
- 92% reported improved literacy.
- 93% reported reduced frustration/anxiety.

SpLD conditions identified

Of the 25 individuals receiving a dyslexia assessment through the Hampshire Dyslexia Association fund last year, 23 were diagnosed with dyslexia (92%) and 1 child received a dyscalculia diagnosis.



The impact of the funding for Helen Arkell Dyslexia Charity

Organisational Growth and Reach

Demand for our bursary funded dyslexia services has soared due to the continuing cost-of-living-crisis, with a 275% increase



Case Study - HADC

Testimonials from families receiving HADC bursary funded support

'It's helped me gain further support and do something that I love at university, allowing me to flourish and achieve great things.'

'It has been nothing less than life changing for our son. We came to you with a little boy who was frightened of school and of the world itself. He had constant meltdowns and often refused going to school - we were very concerned about his emotional well-being... He is now thriving, the distressed behaviour has disappeared, and he is embracing everything - he is reading and even presented in front of Year 6 yesterday - something we never would have imagined a couple of years ago.'

'The child I referred was in a long-term foster placement, he had struggled for numerous years academically, this can sometimes be linked to past trauma, however, on investigating further it became apparent that the biological family had diagnosis of dyslexia. I decided to apply as carers and school were unable to fund this. It has definitely enabled other professionals to understand the child's needs better and the interventions suitable to support progress.'

'It has given me the opportunity to actually complete exams. Before, due to my slow processing speed and it taking me much longer to read and understand the question, I wouldn't have enough time to finish an exam paper. Since the assessment I have been able to receive extra time and this has taken a lot of the anxiety and fear out of taking exams.'

'I can't thank this charity enough, it has helped aid me in where I am today - at university studying paramedic science. Growing up I felt this was completely out of my reach, but this charity has given me the foundations and confidence to become a better version of me.'

We are profoundly grateful to the Trustees of the Hampshire Dyslexia Association for their generous donations totalling £45,750. This vital funding is enabling us to provide specialist dyslexia

support to children from disadvantaged families and young people across Hampshire and the Isle of Wight through our bursary scheme.

Your support has made a meaningful difference in the lives of those who need it most, and we extend our heartfelt thanks to everyone involved for your invaluable contribution.

Case Study - Literacy Hubs



How the bursary fund from HDA supported students

This was one of the first bids submitted to Hampshire Dyslexia Association to be considered under the SEST funding. Our Trustees, Jane and Bruce, visited the Pompey Pirates location to understand the range of the project with the Portsmouth schools. The request for funding received full support from all the Trustees. This project captured the energy and imagination of young pupils in the Portsmouth area to encourage literacy across many forms.

We provided funding for books in the library and an innovative training session around neurodiversity for their 75 volunteers and staff. We were pleased to continue to fund this project when The Literacy Hub were asked to include a younger cohort of students from Key Stage 1 and they needed a wider set of resources for these pupils. This relationship has continued over 3 years.

The Literacy Hub has created so many happy, exciting memories for the children in Portsmouth and we are proud to have been part of that.

Thank You, and Goodbye

After five years of the Literacy Hubs being open and serving nearly 500 children across Portsmouth, our services have now been taken on by Portsmouth City Council. Please contact Mike. Stoneman@portsmouthcc.gov.uk for information about our resources and programmes.

Thank you to everyone who supported us—our volunteers, schools, and the families we worked with. We achieved what we did over five years thanks to your support.



Case Study - AHADA



How the bursary fund from HDA supported students

The Trustees of Hampshire

Dyslexia Association decided that some form of acknowledgement was important following the death in 2024 of our previous chair and dear friend Angela Higgs. Angela had been active throughout Hampshire for over 30 years as an assessor and tutor, chair of Patoss South and working alongside many schools and families, often in a pro bono capacity. But most importantly she was the most wonderful trustee and a dear friend to us all.

Peter, Angela's husband, told us that a particular school in Hampshire was important to Angela: The MarkWay school in Andover. In January 2025 a meeting was arranged with the head teacher of this school, Sonia Longstaff-Bishop and Chair of Governors Louise Waldron, to explore ways of fulfilling the Association's desire for a memorial in Angela's name. We are very pleased to report that the Angela Higgs Andover Dyslexia Alliance, AHADA, was born!

The project, involving Secondary Schools in the Andover area receiving dedicated training from a range of speakers, will be carried out over a three-year period and will benefit both directly and indirectly up to 5,000 pupils and teachers.

Sonia writes: How will the funding from HDA support students?

Due to Teachers and support staff being empowered across the Andover area and in 2 secondary special schools in Hampshire. The AHADA will facilitate alliance working across the area that supports teacher and support staff professional development and, it is hoped, will enable our young people in the area with dyslexia, either diagnosis or presenting, to make progress in their learning and reach their potential. It is hoped that raising awareness of specific learning difficulties and the support available that can be provided will enable this cohort to make good progress and improve life chances for the young people of the town.

What do you think will be the main impact of the dedicated and selected training courses for the school community?

- Shared and joint working and approaches, creating a network of support across the town.
- Informing and training school staff so they are equipped with the knowledge and skills to support young people with specific learning difficulties.
- Enthusiasm and interest in the areas of specific learning difficulties.
- Change in practices and cascading of information across whole schools and the Andover area.

We think that Angela would give this project her blessing, as she was always so generous with her knowledge and was passionate about improving the life chances of all children and this is what is at the heart of this initiative.

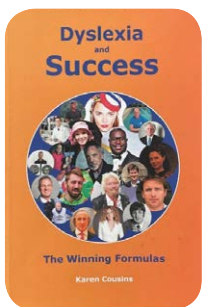
Logo Designed by Year 10 student Ethan Barnes, The MarkWay School.



Testimonials

From a parent of a bursary student at college:

The bursary from HDA was incredibly helpful in enabling us to access a specialist assessment for our daughter, which we would have otherwise struggled to afford. It helped us to be able to produce the report to her college and ensure she has the correct arrangements in place both for her academic learning and exams. Along with the ability to be able to use this report for Higher education if needed.



It has opened the doors to appropriate support at college. It also brought us peace of mind as parents,

knowing we are now better equipped to get the correct support for her. The assessment identified dyslexia.

Possibilities and Perspectives, P&P Education. Sarah Hussey, an ADHD specialist in the Isle of Wight:

Project 1:

Due to your generosity in 2024 I was able to commence Project 1 - 5 lots of half day training sessions to IW Primary Schools and 9 coaching sessions to a young mother who had recently been diagnosed

with ADHD and was in need of clarification of how it might affect her and strategies to cope. Overall, 75 teachers and teaching assistants were trained and I am still getting feedback from the schools as to how useful it was and how much better their understanding of ADHD is. In terms of my business, these sessions led to 2.5 paid days of ADHD training in other schools and an online session for a business. This has also led to me running a staff workshop in a local school for adults to understand ADHD better. There were many members of staff that believed that they were neurodivergent and did not know how to begin the assessment process or

indeed if they wanted to at all. This workshop gave them the facts about ADHD, as well as some strategies that they could use in their own lives.

Project 2:

The main part of this project is to target the young people in the IW Sixth Forms -some will be going into work and others to University. For young people who are neurodivergent this is often a part of their life that can go wrong as they are not prepared for the expectations of living without parents and do not always have the ability to cope - this leads to chronic overwhelm and serious mental health complications. In the worst cases this leads to students leaving university altogether and

some times to self-harming, addiction and suicide. (Research shows that this is more often in females that have often gone undiagnosed). I have had meetings with all the majority of secondary providers, the IW 6th Form and with the IW College.

I have run 3 workshops at the IW College for neurodivergent young people on apprenticeships, to help them better understand themselves and to learn strategies to help them in the workplace. The next step is to work with Real Employment Advice to do the same with the employers. I have also used



Testimonials

the funding to support 2 young people with individual coaching sessions.

So far Project 2 has supported 20 students at the IW College, and I foresee that at least the same number will be supported at the Sixth form provision. Any funds that remain will be used to hold workshops for parents.

From an assessor who facilitated bursaries provided by HDA:

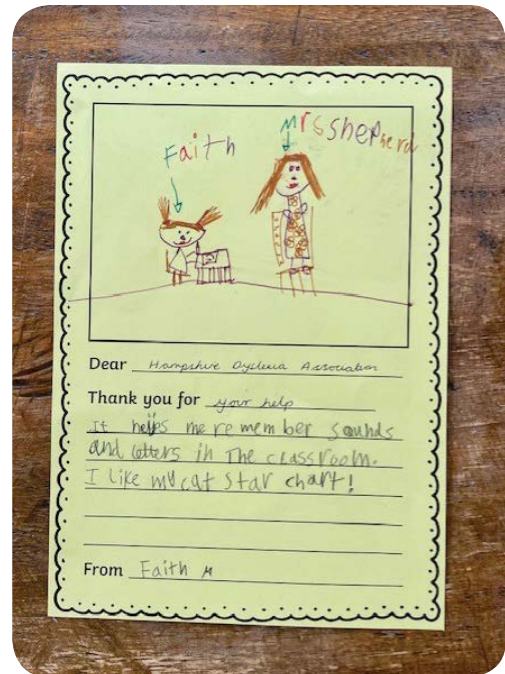
All three students benefited from a diagnostic assessment, which took place in their school or in a purpose-built teaching space.

All three children have since gained further support in their education setting. There have been new resources purchased, and new interventions commenced. One pupil will also be benefitting from a free national trial of a new resource to raise standards in reading and spelling based around morphology. This will in turn benefit staff through new training and benefit other children who find reading and spelling difficult.

All three assessments identified dyslexia. Lots of background work was done in advance of the assessment to ensure that the bursary was going to be effectively used.

Grace Foster SENDCo St Peter's RC Primary School, Winchester

St Peter's Catholic Primary School would like to formally thank the Hampshire Dyslexia Association for the kind support shown to our school through the funding given to us. The money has been used



wisely to best meet the needs of pupils with Dyslexia or likely Dyslexia; we intentionally invested support into pupils in receipt of Pupil Premium. We know the best way to increase life chance is to have good Literacy skills and it has been a delight to see this group of children respond well under the support of our Dyslexia training Higher Level Teaching Assistant (HLTA). This could not have happened without the grant in March 2024.

Training. In order to use the money to the greatest good we have strategically used it to train all staff, including inviting key staff from other local schools; this was well received with staff reporting a greater understanding of how to support pupils in the classroom. It also facilitated a coming together of local schools to share best practice and share ideas. We would like to see this working togetherness develop for the benefit of local pupils.

Aids to learning: We have used the money for various aids to learning, for example Talking Tins and ACE Dictionaries. These have developed independence

Testimonials

and we have seen increased self-esteem as pupils are able to develop these skills of autonomy.

Small Group Teaching. By far the most effective use of the funding was to enable our HLTA who is training to be a Dyslexia Assessor to provide small group bespoke tuition. This multi-sensory approach enabled these Upper Key Stage Two pupils the chance to grow in confidence and skills. These pupils were selected due to their low literacy skills and their pupil premium status. A Year Five boy told us ***This is the best part of my week, I can do it now*** referring to reading. The growth in confidence alongside increased fluency in reading has made a huge difference to the social, emotional and mental health of these pupils. One pupil who is a strong risk of Emotional School Based Avoidance, not least due to her likely undiagnosed Dyslexia struggles **identified these sessions and the subsequent work sent home to support parents to support her as making a real difference.** Her parents identified these sessions as what has kept her in school. This has had huge impact on not only this pupil but her family.

Katrina Cochrane Positive Dyslexia Conference organiser

How did the funding from HDA support students? Indirectly it supported many students as the delegates funded by the HDA would return to their schools and cascade information to colleagues and students.

What has been the impact of the funding for you as a business? As a conference organiser it made a big difference to have a block booking.

What do you think has been the main impact of your Conferences/ training courses for the community? Hopefully a great deal - there was a



Positive Dyslexia
Engage Inspire Achieve

huge amount of information given out, opportunities to attend workshops, obtain a free Ayoa licence even a free Flexitable in the delegate bags. This means that more awareness about dyslexia is shared and those 10% of every classroom are supported even better.

Kes Sinfield, member, student, dyslexia champion!

I just wanted to say a massive thank you for sending me to the Dyslexia conference. What an incredible day!! I had the most incredible day meeting so many other individuals who are just as keen to try and improve accessibility and inclusivity. Whilst meeting new people is always daunting and a little

Testimonials

bit overwhelming, it was an incredible opportunity to network which will hopefully lead to some exciting opportunities in the near future - watch this space.

In addition to this, I also got an opportunity to meet Dr Sarah Moseley, author of books such as "Teaching reading to all learners including those with complex needs."

Overall, my most favourite talk of the day came from the Dyscalculia network who highlighted that people assume that in order to be good at maths, you must be quick at maths. The Dyscalculia network then proceeded to highlight that this isn't true, ultimately if you're getting the answer, why does it matter how long it takes to get there. I know this certainly made me feel better about my own maths skills!

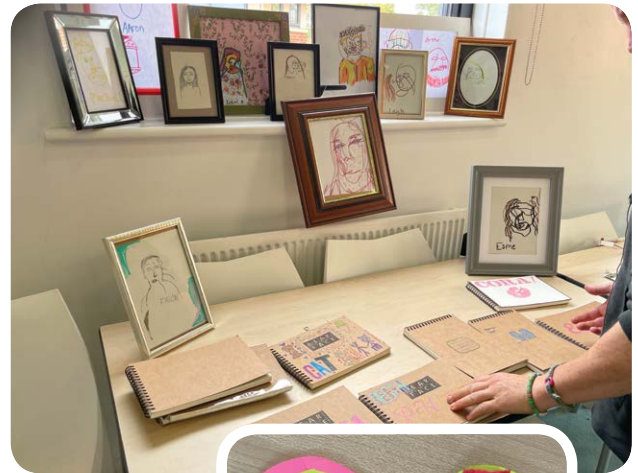
Charlotte Slinger & Kate Hadley BearFace Theatre (BFT)

Impact on Young people:

- 24 young people excluded from school took part in creative taster sessions in June-July 2025
- 10 young people have signed up for regular weekly sessions from Sept 2025
- Young people have taken part in: drawing, badge-making, drama, jewellery-making, music-appreciation, both individual and team activity.



Participants have reported feeling calm, enjoying the sessions and interested in following their own ideas to create something original. We have filled in pre-questionnaires



with them and will ask them the same set of questions at the end of the term, so will have further feedback then.



The impact on our business has been very positive

- Opportunity for BFT to reconnect with The Bridge Education Centre after several years of no contact.
- Opportunity for a year-long intervention with vulnerable young people, which fits our strategy of working with those at risk of being involved with the Criminal Justice System.
- Significant sized project for our small company (represents 10% of our annual turnover)

Rossie Stone Dekko Comics

We were able to provide our "Dekko Video Courses for Schools" to some schools introduced to us by HDA, who wished to use them for their students. The video courses were designed specifically to teach children with dyslexia (as

Testimonials

well as other forms of neurodiversity) important skills to help them deal with their challenges at school: creative learning strategies, confidence in themselves, and even a course on KS2 punctuation & grammar. There was also a CPD course included for teachers and SEN to help implement some of these lessons; which came with a curriculum guide among other interactive resources.

With this funding it allowed us to reach schools in a part of the UK that we did not have a network in, particularly the Isle of Wight. We are very grateful for the opportunity to spread the word of what we do and get our resources into more schools that wanted them.

Some feedback from Dekko Comics users:

"These are fabulous tools and I wish you well in promoting these to schools in the future" - **SFL teacher**

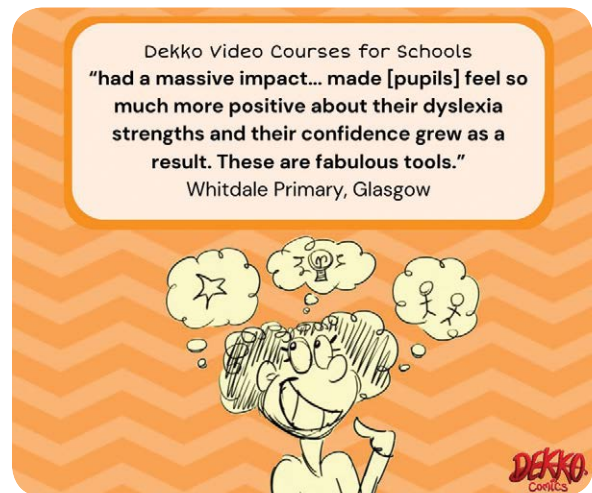
"[child] was super engaged with the lesson yesterday...he wanted to start the drawing right away!" - **Mother**

"There's been an improvement in children's confidence across the board... the videos were easy to access and follow and were a useful tool for teaching punctuation and grammar." - **Principal at a Primary School**

"[Dekko Video Courses] had a massive impact... made pupils feel so much more positive about their dyslexia strengths and their self-confidence grew as a result. These are fabulous tools!" - **Primary School Teacher**

"We've got 4 classes trialling the course and so far they are LOVING it. The content is excellent." - **Primary School Teacher**

You can find out more about the video courses here: <https://dekkocomics.com/video-courses-for-schools>



Thank you

Together with all our supporters, we have created special memories and opportunities for many hundreds of young people and adults. We would like to take this moment to thank all of our members, supporters, volunteers and charities for their time, generosity and kindness in helping to create a more equal world for all those with dyslexia.



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