

Great Minds Together

Supporting Dyspraxic Learners

Dyspraxia, also known as Developmental Coordination Difference, is a form of neurodivergence that affects movement, coordination, organisation and planning. It can impact how a person sequences actions, remembers steps or manages fine and gross motor skills. Dyspraxic learners often show exceptional imagination, empathy and determination. Qualities that shine when their environment is supportive and adaptable.



Common Characteristics

Dyspraxia presents differently for each individual, but common characteristics may include:

Differences in fine or gross motor coordination (e.g., handwriting, balance, spatial awareness)

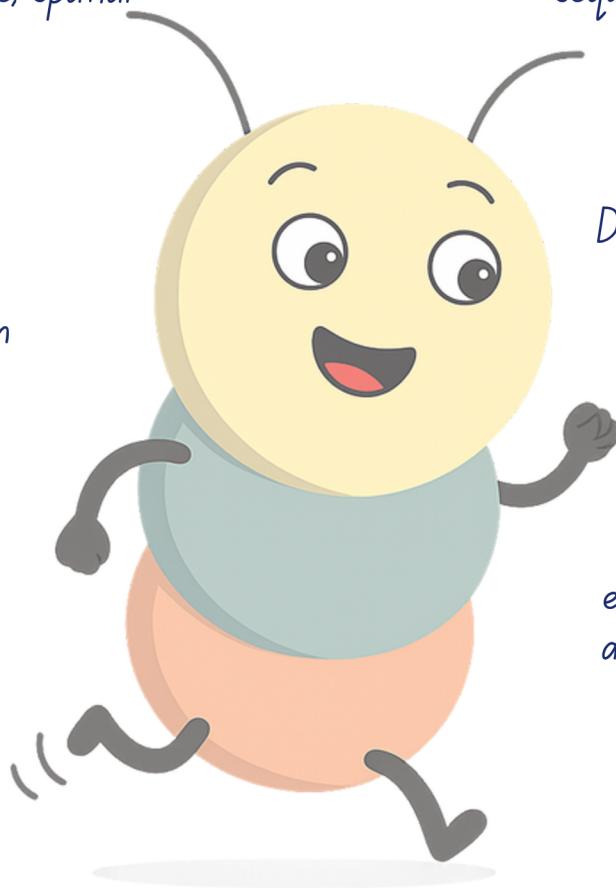
May require additional support with planning, sequencing, or organising tasks

Fatigue or frustration when physical coordination is required

Differences with speech timing, clarity or articulation

Differences with organisation or time management

Strengths in empathy, creativity and problem-solving



Celebrating Strengths

Dyspraxic learners often bring creativity, empathy and strong problem-solving skills to their environments. Their resilience and determination are powerful assets. With understanding and flexibility, they can thrive and achieve in all areas of life.

Supportive Strategies

Support for dyspraxic learners should focus on reducing physical and cognitive barriers, while promoting independence and wellbeing.

Environment and Physical Support

- Provide supportive seating and adjustable workspaces.
- Offer movement breaks and allow extra time for physical tasks.
- Reduce clutter and visual distractions in learning spaces.
- Encourage use of technology (e.g., keyboarding instead of handwriting).

Organisation and Planning

- Support sequencing using visual timetables or checklists.
- Encourage routines while allowing flexibility.
- Break complex activities into small, structured steps.
- Provide verbal reminders and positive reinforcement.

Motor and Sensory Support

- Use occupational therapy or sensory integration strategies where appropriate.
- Offer alternative tools such as sloped boards, grips or adapted cutlery.
- Avoid penalising handwriting or coordination differences.
- Provide quiet, low-demand recovery spaces after physically demanding activities.

Emotional Regulation and Confidence

- Celebrate effort and persistence, not just results.
- Model patience and understanding when tasks take longer.
- Provide reassurance and reduce anxiety around performance.
- Foster peer inclusion and educate others about dyspraxia as a difference, not a deficit.

