

Dyslexia Support Consultancy

Sarah-Louise Jeffries

Tel: 0781 806 3634

enquiries@dscsupport.co.uk

www.dyslexiasupportconsultancy.com

School Questionnaire

All information given will be treated confidentially.

Dyslexia Support Consultancy regards personal information as very important and fully adheres to the principles of Data protection, as detailed in the Data Protection Act 1998.

Details

Name of child:

School:

Year group:

Name of person completing this form:

Role in school:

Date form completed:

School contact phone number:

School Performance

SATs end of Key Stage results for English	
Key Stage 1	
Key Stage 2	
Key Stage 3	

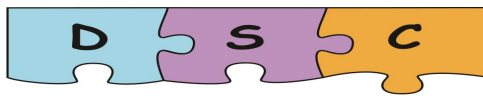
SATs end of Key Stage results for Maths	
Key Stage 1	
Key Stage 2	
Key Stage 3	

SATs end of Key Stage results for Science	
Key Stage 1	
Key Stage 2	
Key Stage 3	

Email address:

Current performance in relation to peers:-

	Below Average	Average	Above Average
Maths			
Speaking and Listening			
Writing			
Spelling			
Reading comprehension			



Dyslexia Support Consultancy

Sarah-Louise Jeffries
 Tel: 0781 806 3634
 enquiries@dscsupport.co.uk
 www.dyslexiasupportconsultancy.com

Reading Accuracy			
------------------	--	--	--

Please give details of any recent assessments, for example, for spelling, reading etc, with test names and dates.

Does the child show any difficulty with:-

	Yes	No
Remembering instructions		
Copying from the board		
Self-Organisation		
Getting started with written work		
Losing items and belongings		
Fine-motor control		
Gross-motor control		

What is the child's attitude towards work:-

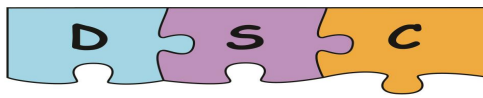
Independent	Works well with help	Easily distracted	Distracts	Competent	Slow	Lacks interest

Does the child have a preferred learning style:-

Interactive	Hands-on	Visual	Verbal	Experimental	Varied

Peer relationships:-

Popular	Friendly	Dominant	Withdrawn	Better with younger children	Avoids others	Has one special friend	Accepted



Dyslexia Support Consultancy

Sarah-Louise Jeffries
 Tel: 0781 806 3634
 enquiries@dscsupport.co.uk
 www.dyslexiasupportconsultancy.com

Teacher/Tutor observations mathematics

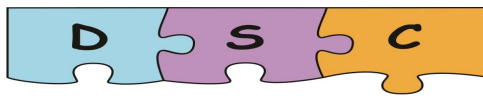
Please rank each item as occurring:

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

Please give examples where possible:

Does the student....

Avoid starting written work?	
Comments:	
Have a short attention span?	
Comments:	
Have a poor/low level of participation in group activities?	
Comments:	
Lose focus when listening to instructions?	
Comments:	
Take a long time to respond to oral maths questions?	
Comments:	
Not concentrate in maths classes... just not 'there'?	
Comments:	
Withdraw from or avoid involvement in any maths activities?	
Comments:	
Take a long time to do worksheets in class?	
Comments:	
Present written work untidily?	
Comments:	
Miss out questions on worksheets?	
Comments:	
Copy work from the board inaccurately?	
Comments:	



Dyslexia Support Consultancy

Sarah-Louise Jeffries

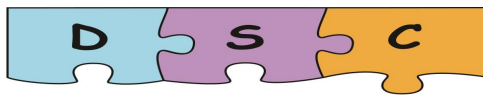
Tel: 0781 806 3634

enquiries@dscsupport.co.uk

www.dyslexiasupportconsultancy.com

Seem anxious about maths?	
Comments:	
Have poor and/or slow recall of addition and subtraction facts?	
Comments:	
Have poor and/or slow recall of multiplication and division facts?	
Comments:	
Avoid and/or fail to answer mental arithmetic questions?	
Comments:	
Disrupt classes?	
Comments:	
Hand in homework?	
Comments:	

Any other comments



Dyslexia Support Consultancy

Sarah-Louise Jeffries

Tel: 0781 806 3634

enquiries@dscsupport.co.uk

www.dyslexiasupportconsultancy.com

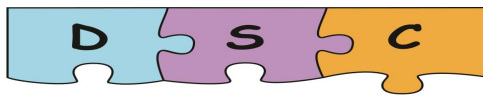
Does the Learner:-

Please answer the following with

1. Not often 2 Sometimes 3 Always

Please include any relevant comments in the right hand column.

Does the Learner:-	1 Not often, 2 Sometimes, 3 Always	Comments
1. Have difficulty counting objects accurately – for example, lacks the ability to make one-to-one correspondence' when counting objects (match the number to the object) or does not organise objects to help monitor counting?		
2. Finds it impossible to 'see' that four randomly arranged objects are 4 without counting (or 3, if a young child)?		
3. Have little sense of estimation for bigger quantities?		
4. Reverse the digits in numbers, for example, writes 51 for fifteen or 45 for fifty-four?		
5. Have difficulty remembering addition facts, which may be revealed by: a. Counting on for addition facts, for example, for 7 +3, counting on 8,9,10 to get the answer. b. Counting all the numbers when adding, as for 7 + 3 again, counts 1,2,3,4,5,6,7,8,9,10?		
6. Not 'see' immediately that 7 + 5 is the same as 5 +7 or that 7 x3 is the same as 3 x 7?		
7. Finds it difficult to progress from using concrete aids (fingers, blocks, tallies) to using only numbers as symbols?		
8. Find sit much harder to count backwards compared to forwards?		
9. Finds it difficult to count fluently less familiar sequences, such as: 1,3,5,7,9,11 Or 14, 24, 34, 44, 54, ...?		
10. Only know the 2x 5x and 10 multiplication facts?		
11. Count on to access the x2 and x5 facts?		
12. Manages to learn other basic multiplication facts, but then forgets them overnight?		
13. Makes 'big' errors for multiplication facts, such as 6 x7 = 67 or 6 x7 =13		
14. a) fail to 'see' the relationships between addition and subtraction facts? b) fail to 'see' the relationships between multiplication and division facts?		
15. Use lots of tally marks for addition or subtraction problems?		
16. NOT group the tallies as in the 'gate' (+++) pattern?		



Dyslexia Support Consultancy

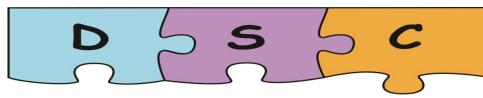
Sarah-Louise Jeffries

Tel: 0781 806 3634

enquiries@dscsupport.co.uk

www.dyslexiasupportconsultancy.com

17. Not understand and use place value knowledge when doing addition and subtraction problems?		
18. Finds it difficult to write the numbers which have zeroes within them, such as 'four thousand and twenty one'?		
19. NOT know and understand the underlying place value concept, how to multiply and divide by 10,100, 1000, and above?		
20. Finds it difficult to judge whether an answer is right, or nearly right?		
21. Find estimating impossible for a) Addition b) Subtraction c) Multiplication d) Division?		
22. Forget (these are short-term memory problems) a. The question asked in mental arithmetic b. Instructions (which can cause the learner to be slow to start work in class?)		
23. Struggle with mental arithmetic (which can be a working memory problem)?		
24. 'see' numbers literally and not inter-related, for example, counts from 1 to 9, rather than subtracting 1 away from 10?		
25. Have poor memory skills with money, for example, unable to calculate change from a purchase?		
26. Think an item priced as £4.99 is '£4 and a bit' rather than almost £5?		
27. Prefer to use formulas and procedures (even if difficult to retain in long-term memory) but uses the, mechanically without any understanding of how they work?		
28. Forget mathematical procedures completely or in part, especially as they become more complex, such as 'long' division.		
29. Organise written work poorly, for example does not line up columns or numbers properly?		
30. Not see and pick up new patterns or generalisations especially ones that are new or challenge consistency, for example, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ is a sequence that is getting smaller?		
31. Enter date into a calculator in the incorrect sequence?		
32. Find clocks and time difficult to read and understand?		
33. Think that algebra is impossible to understand?		
34. Work slowly, for example, attempt less questions than his/her peers?		
35. Get very anxious about doing ANY maths?		
36. Show reluctance to try any maths, especially unfamiliar topics.		
37. Became impulsive, rather than being analytical, when doing maths and rush to get it over with?		



Dyslexia Support Consultancy

Sarah-Louise Jeffries

Tel: 0781 806 3634

enquiries@dscsupport.co.uk

www.dyslexiasupportconsultancy.com

Is the child currently on the SEN register, if so what for:-

Are they currently receiving help through an IEP?

Please comment on what extra support the child is getting, who is giving the support and how often they receive it:-

Does the child qualify for access arrangements?

Are any external agencies involved/monitoring/assessing the child? If so who?

Do you have any other comments about the child?

Thank you very much for taking the time to fill in this form

Please return to:

Dyslexia Support Consultancy

196 Hawthorn Way,

Lindford,

Hampshire

GU35 0RB