

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. When you come for an assessment at personal data (including name, date of birth, address) will be collected. This will be retained by DSC, stored securely in line with the Data Protection Act 2018 (GDPR) and not shared. We are totally committed to protecting your information and using it responsibly.

**Pre Assessment Questionnaire**

**Thank you for agreeing to complete this questionnaire. It is very useful to have feedback from the employer about what the employee finds easy and challenging.**

|                                                    |  |                      |  |
|----------------------------------------------------|--|----------------------|--|
| <b>Manager Name<br/>(including Mr/Mrs<br/>etc)</b> |  | <b>Your title</b>    |  |
| <b>Company</b>                                     |  | <b>Contact email</b> |  |
| <b>Employee Name</b>                               |  |                      |  |

Please provide a brief description of the employee’s job, what the priorities are and any key performance criteria.

What are the employee’s strengths and weaknesses as documented in a recent appraisal?

How does the employee’s dyslexia affect their work? Has anything been implemented to help?

Could you please indicate where you have observed challenges arising for this employee within the workplace?

| Level of Difficulty                                                                                     | No difficulty | Minor | Moderate | Considerable |
|---------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|
| <b>Writing</b>                                                                                          |               |       |          |              |
| Difficulties in organising/structuring written work                                                     |               |       |          |              |
| Restricts written vocabulary and ideas because of awareness of organisational and spelling difficulties |               |       |          |              |
| Content doesn't reflect oral ability                                                                    |               |       |          |              |
| Proof reading work                                                                                      |               |       |          |              |
| Written work often not completed                                                                        |               |       |          |              |
| Producing written reports, essays or lengthy documents                                                  |               |       |          |              |
| Taking notes                                                                                            |               |       |          |              |
| May show confusion of tenses and word (because of problems with time, name finding and sequencing)      |               |       |          |              |
| <b>Spelling</b>                                                                                         |               |       |          |              |
| <b>Reading</b>                                                                                          |               |       |          |              |
| Following written instructions                                                                          |               |       |          |              |
| Following technical manuals                                                                             |               |       |          |              |
| Detailed comprehension at speed                                                                         |               |       |          |              |
| Recalling what has been read                                                                            |               |       |          |              |
| <b>Speech and Comprehension</b>                                                                         |               |       |          |              |
| Following a conversation                                                                                |               |       |          |              |
| Contributing to a conversation                                                                          |               |       |          |              |
| Presenting thoughts succinctly                                                                          |               |       |          |              |
| <b>Organisation</b>                                                                                     |               |       |          |              |
| Planning work schedules                                                                                 |               |       |          |              |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| Meeting deadlines       |  |  |  |  |
| Keeping papers in order |  |  |  |  |
| Working Efficiently     |  |  |  |  |

**Please provide any further information that you think is relevant:**