

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. 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.

Details

Child's full name:

Date of birth:

Name of child:

School:

Year group:

Name of person completing this form:

Role in school:

Date form completed:

School contact phone number:

Email address:

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	

Current performance in relation to peers:-

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

What difficulties does the child have with:-

Reading:	No difficulty	Minor	Moderate	Considerable
Reluctant to read				
Doesn't read for pleasure				
Loses place frequently (e.g. one line to the next line)				
Poor grapheme-phoneme correspondence				
Confuses visually similar words				
Reverses/confuses position of letters (e.g. was/saw)				
Reverses/inverts letters (e.g. b/d, n/u_)				
Omits words				
Doesn't recognise common high-frequency words				
Sounds out words				
Processes visual information slowly (affecting fluency/pace)				
'Barking' at print/lacks expression				
Comprehension may be better than				

reading fluency implies				
Doesn't understand what has been read as concentrating on decoding				
<i>Please comment on the child's reading level and any concerns:</i>				
Writing:	No difficulty	Minor	Moderate	Considerable
Difficulties in organising/structuring written work				
Difficulties in sequencing				
Restricts written vocabulary and ideas because of awareness of organisational and spelling difficulties				
Content doesn't reflect oral ability				
Many crossings out				
Written work often not completed				
Reluctant to write				
Writes slowly				
May show confusion of tenses and word (because of problems with time, name finding and sequencing)				
Poor handwriting				
Reversals / inversions of letters (b/d, m/w, p/q)				
Writing poorly spaced				
Letter formation lacks consistency of shape and size				
Difficulties copying from the board				
Spelling shows poor grapheme-phoneme correspondence				
Transposition/omission of letters				
<i>Please comment on the child's writing level and any concerns:</i>				
Maths	No difficulty	Minor	Moderate	Considerable
Difficulties in mental maths work				
Problem remembering maths tables				
Difficulties setting work down logically				
Confuses/reverses visually similar numbers (e.g. 6/9, 3/5)				
Reading difficulties hinder understanding of questions, although they may understand the 'maths'				
Difficulties in mental maths work				

Please comment on the child's maths skills and any concerns:

Memory Attention and Concentration

Does the child find it difficult to remember information/instructions/equipment (e.g., needs reminders to hand in homework, bring jumper home etc), please give as much detail as possible? Do they find it difficult to concentrate?

Speech, Language and Communication

Does the child find it easy to locate the words they want to say/write? Any other information? (although may have a good spoken vocabulary)

Social Skills

Do they get on well with their peers, siblings, adults within/outside their family? Please describe any difficulties

Organisation	No difficulty	Minor	Moderate	Considerable
Often appears not to have the right things/equipment for a task				
Slow to process instructions				
Difficulty following more than one instruction at a time				
Poor concentration skills				
Difficulties in sequencing, e.g. getting dressed or carrying out tasks in the right order				

Does the child find it difficult to organise themselves and please give examples?

Attitude towards learning:	No difficulty	Minor	Moderate	Considerable
Participates in oral work more enthusiastically than work requiring reading/writing				
May employ avoidance strategies rather than begin a writing/reading activity				
Low self-esteem with regard to school work				

May develop challenging behaviours/become the class-clown				
May become withdrawn				
May observe what other pupils do before starting work because hasn't fully understood instructions (May be interpreted as 'copying')				
Participates in oral work more enthusiastically than work requiring reading/writing				

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

Teacher/Tutor observations in 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:	
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

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 7×3 is the same as 3×7 ?		
7. Finds it difficult to progress from using concrete aids (fingers, blocks, tallies) to using only numbers as symbols?		
8. Finds it 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 2×5 and 10 multiplication facts?		
11. Count on to access the $\times 2$ and $\times 5$ facts?		
12. Manages to learn other basic multiplication facts, but then forgets them overnight?		
13. Makes 'big' errors for multiplication facts, such as $6 \times 7 = 67$ or $6 \times 7 = 13$?		
14. a) fails to 'see' the relationships between addition and subtraction facts? b) fails 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?		
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. Become impulsive, rather than being analytical, when doing		



Building for Success

Dyslexia Support Consultancy

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maths and rush to get it over with?		
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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?

What do you think the child is struggling with? Please give examples.

What are the child's strengths?

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:

enquiries@dscsupport.co.uk