

School Questionnaire

If possible, please obtain feedback from subject tutors and/or someone who works closely with the learner to help complete this form. The questions below will help to gain a clearer understanding of how the learner performs in the classroom.

**Please feel free to add any additional information or observations that you feel may be relevant. Any feedback from subject teachers would also be extremely welcome.*

Learner's Full Name:		
Date of birth	Year Group	Gender

Name of school	Number of years attended
Is their overall attendance good?	Yes/No
Have they experienced any prolonged periods of absence?	Yes/No
If yes, please detail:	

Name/role of person completing this questionnaire:
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Has the learner received any formal assessments at school such as reading, spelling, cognitive etc.?	Yes/No
Is the learner being monitored for Special Educational Needs?	Yes/No
Have they been assessed by any external professionals (such as Educational Psychologist, Speech and Language therapist etc.)	Yes/No
If yes to any of the above, please supply details below.	

COVID-19 Pandemic/lockdown (2019-2020)

What Year group/s was the learner in (if known)?	
Did the learner attend school during lockdown?	Yes/No/Unknown
Were they able to engage with on-line learning?	Yes/No/Unknown

How does the learner perform in the following areas compared to their peer group?

	Above average	Average	Below Average
Reading accuracy			
Reading comprehension			
Speaking			
Listening			
Handwriting			
Spelling			
Writing composition			
Maths			
Motor skills/PE			
Science			
Art			
Languages			
Overall, which subjects do they enjoy/perform best in:			

Is there a discrepancy between the learner's verbal abilities and their written work?	Yes/No
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Does the learner have a personalised learning plan in place?	Yes/No
Please detail any support/provision the child is receiving (past/present) including frequency, duration, who with etc:-	
Does the learner receive any concessions in the classroom or with homework (such as restbreaks/alternative seating/use of laptop etc.) If yes, please detail their normal way of working.	Yes/No

Do they have a preferred learning style (please tick all that apply)				
Visual	Verbal	Kinaesthetic	Experiential	Varied

Does the learner experience difficulty with any of the following:			
Ability to concentrate	Yes/No	Keeping track of own possessions	Yes/No
Ability to remember/follow multi-step instructions	Yes/No	Organising written work on the page (layout)	Yes/No
Ability to retain information	Yes/No	Completing work under timed conditions	Yes/No
Ability to vocalise ideas	Yes/No		
Copying work from the board	Yes/No	Fine Motor Skills	Yes/No
Forward planning	Yes/No	Gross Motor Skills	Yes/No
Getting started with written tasks	Yes/No	Self-esteem and/or anxiety	Yes/No

Social skills: Does this learner interact well			
With peers	Yes/No	With adults	Yes/No

Please detail any of the behaviours you have observed in the named pupil:	
Appears to have good/bad days for no obvious reason	Yes/No
Forgetful of words/can't find the right word/struggles to express themselves/has poor spoken grammar	Yes/No
Reluctant to participate in class discussions	Yes/No
Requires more time to complete work/asks for extensions	Yes/No
Has difficulty taking notes in class	Yes/No
Appears to know more than they can commit to paper (poor standard of written work compared to verbal skills)	Yes/No
Produces messy work with lots of crossings out	Yes/No
Produces phonetic and bizarre spellings not in line with age/ability	Yes/No
Has difficulty with punctuation/grammar	Yes/No
Writes a great deal but 'loses the thread'	Yes/No
Writing is minimal (lacks detail/misses out key points/does not develop ideas)	Yes/No

Employs avoidance tactics such as looking for books/going to the toilet	Yes/No
Does not appear to listen. Daydreams	Yes/No
Is the class clown or is disruptive or withdrawn	Yes/No
Is excessively tired due to the amount of concentration and effort required	Yes/No

In the classroom, would you consider the learner to be: (please circle all that apply)			
Enthusiastic	Independent	Disruptive	Easily Distracted
Disinterested	Able	Self-confident	Creative
Systematic	Disorganised	Focussed	Motivated
Slow	Impulsive	Careless	Dependent on supervision

Does the learner receive any exam access arrangements? If yes, please details.	Yes/No
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What would you consider to be this learner's main dislikes/weaknesses?
What would you consider their main areas of strength?
Have any other concerns been raised by staff regarding this learner?

***For learners in Year 9 or above:** The results of a diagnostic assessment can be used as evidence to support exam Access Arrangements if consent is given by the school/college prior. Would you like this learner to be assessed for Access Arrangements? **Yes/No**

If yes: You will be contacted for a copy of the Form 8 (with part one completed) prior to assessment which can be returned to info@dyslexiasupportservice.co.uk