



The Dyslexia Association

Improving the lives of people with dyslexia

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Questions to ask a Secondary School before your child goes there

1. Is dyslexia mentioned in your Special Educational Needs and Disability (SEND) Policy? If not, why not?
3. Is your Special Educational Needs and Disability Co-ordinator (SENDCo) knowledgeable about dyslexia, the difficulties which the pupils experience and the effect it can have on their whole school life?
4. If the SENDCo has knowledge of dyslexia, is there a recognised system whereby this knowledge can be disseminated to the entire staff?
5. Is it accepted that all members of staff are responsible for the correct attitude to, and handling of, dyslexic pupils and that it is not the sole responsibility of the SEND Department?
6. Has the school had any in-service training on dyslexia, such as raising awareness or ways of helping the pupils in the classroom?
7. Are all members of staff made aware of which pupils in their subject groups are dyslexic? Unless this information is made available, the dyslexic pupil cannot hope to get a fair deal in school.
8. Are staff generally aware that dyslexic pupils might have difficulty in finding their way around a large school and in telling the time? Thus initially they may turn up late for lessons or even arrive at the wrong one.
9. Do individual members of staff accept the concept of dyslexia and know how to help the pupil in class?
10. Are staff aware that to imply a dyslexic pupil is lazy is not helpful, but to encourage and set the pupil realistic goals is more likely to help to improve performance?
11. Are pupils given help to improve literacy skills?
12. Are staff aware that dyslexic pupils have to put much more effort into their work than most of their peer group and usually for a much poorer result?
13. Are staff aware that most dyslexic pupils have difficulty in recording homework tasks accurately? Are they aware that most dyslexic pupils find copying from the blackboard very difficult? Do they know how to help?
14. Are pupils given help with, and encouraged to use computers, either desktops or laptops? This may considerably improve their access to the curriculum and enable them to give of their best.
15. Does the school apply for additional access arrangements in public examinations? If so, does the school follow this same procedure in internal exams throughout the pupil's time in the school? Are the pupils shown how to make the best use of the extra time given in examination?

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