

Dyslexia Initial Checklist (February 2024)

This checklist only provides an indicator as to whether a student is presenting with dyslexic-type tendencies - the formal diagnosis of dyslexia is generally undertaken by an educational psychologist or a specialist teacher who has obtained additional qualifications in this area. It should also be noted that regardless of whether a student is formally or informally identified, the process only has meaning if it leads to a different approach to the education of the student. Ideally, the checklist should be completed collaboratively by two or more staff.

Once you have completed the Checklist, please send referral to: send@bwsgirls.org

Student	Year / Form	Date	Staff

Has this been discussed with the student (please circle): YES / NO

	The student ...	Yes	No	Unsure
1	Is working at a significantly lower reading level to that of their peers (2years +).			
2	Is working at a significantly lower spelling level to that of their peers (2years +).			
3	Presents with observable lateral confusion i.e. writes with left hand, kicks a football with right foot etc.			
4	Has a talent for visual and/or kinesthetic learning activities, whilst struggling at other tasks.			
5	Struggles to add a rhyming or alliteration word to a list of rhyming or alliteration words.			
6	Struggles to follow a sequence of instructions, struggles to sequence a story etc.			
7	Makes mistakes when writing letters – especially letter reversals, confused starting points, irregular size.			
8	Is noticeably inconsistent when reading - recognising words then being unable to read the same word later in the day/book/page.			
9	Will spell the same word in different ways within the same piece of work – and is unable to identify the correct spelling			
10	Will become off-task during literacy activities more frequently than when taking part in other activities such as art, design, sport etc.			
11	Will resist writing and/or reading tasks because of low confidence.			
12	Is able to speak articulately about a story or answer but struggles to put it into writing.			
13	Is noticeably clumsy / has poor coordination			

What will happen now

SENDCO will start the "Assess, Plan, Do" Review cycle with assessing and observing the need you have highlighted. Within 3-4 weeks, Parents/Carers will be invited for a meeting to discuss the referral and the support that has been put in place.

Diagnosis

The school require time to be able to collate evidence and put strategies in place to support your child. The strategies implemented will always start off with **'in class support'** through **high quality teaching**.

Over **two terms**, we look at whether additional support is needed outside of the classroom through teacher feedback/parent and pupil feedback and assessing end of term academic reports.

Once we have collated enough evidence this will be compiled and sent through the relevant avenue for a diagnosis. Please bear in mind that the wait in Bromley is roughly 18 months to 2 years for a final diagnosis, however the focus is ensuring that **the support is in place in the meantime**.

For Office Use Only Further Action:	
	This student requires continuous support with their additional needs
	This student requires occasional support with their additional needs
	This student is not a cause for concern