**Advice Guide for Completion of Dyslexia Support Interview Form**

\**Please refer to the information contained in this guide for clarification, if you need any help with filling in the dyslexia / dyscalculia / MLD interview form.*

**QUESTIONS:**

**Q5)** Main course of study and level (e.g. Level 1/Level 2/Level 3) - or desired course if not enrolled yet:

*Please tell us the course you are enrolled/going to enrol on, as well as the expected level of the course.*

**Q6/Q7)** Predicted English / maths GCSE grade (or grade already awarded/achieved):

*For 2020/21 students, please indicate the grades you have been predicted for your English and maths GCSE exams.*

*For students who have already been awarded grades for GCSE English and maths (e.g. any students from previous academic years / mature students / students re-sitting GCSE exams / students completing this form after results have been received), please just indicate the grades you were awarded.*

**Q10)** Have you been prescribed lenses to wear?

*Please indicate if you have been given a prescription for glasses from your optician.*

**Q13/Q14)** Do you have any hearing problems?

*Please tell us, in Q14, any details of how the hearing problem affects you currently.*

**Q15/Q16)** Have you ever had any hearing problems in the past / as a child?

*This can include having to have grommets fitted as a child, or suffering from ear infections, for example. Please tell us, in Q16, how the hearing problems affected you at the time.*

**Q17)** Are there any other medical details (that could affect you in class or exams) that you think we may need to be aware of (e.g. any relevant medication, mental health issues, diabetes, epilepsy etc.)?

*Please include any medical information here that you think might be relevant to you whilst you are at college / in class / in exams / on college premises.*

**Q20/Q21)** Have you ever been screened for dyslexia/dyscalculia?

*Can you remember if you have ever been screened for dyslexia or dyscalculia at school, or at the doctor’s or anywhere else? Please tell us, in Q21, how old you were when you were screened, where you were screened and what the screening was for (dyslexia or dyscalculia).*

*If you are not sure (or cannot quite remember) whether or not you have had a screening test, please just tell us if there is anything you do recall about possibly being screened/tested.*

**Q22/Q23)** Have you had a full educational assessment - carried out by an educational psychologist?

*NOTE: A full educational assessment will typically take over an hour to complete (much longer and more detailed than a screening test) and will involve you being asked to complete several different types of tests. The report produced from such an assessment is usually several pages long. A full assessment is administered by an educational psychologist, who will be able to diagnose if you are dyslexic or not; a screening test can only tell if you are “likely to be dyslexic” or “at risk of” dyslexia. A screening test does not have to be administered by a psychologist.*

*Please tell us, in Q23, if you think you might have had a full educational assessments, or anything you may recall about the possibility of having had one.*

**Q24)** Do you have a copy of any screener results or full assessment reports that we may take a copy of?

*If you have a report regarding your dyslexia/dyscalculia, then it would be helpful if you could provide a copy to our team. You can do this in one of the following two ways:*

**Email:** claire.brooks@wnc.ac.uk

**Post to:**
Claire Brooks
Dyslexia Co-ordinator: ALS
Vision West Nottinghamshire College
Mansfield
Nottingham
NG18 5BH

*Alternatively, you can bring along a hard copy of any report to your dyslexia screening test appointment, details of which will be provided in the letter/email confirming your appointment.*

*PLEASE NOTE: Please do not send original copies in the post. If you do not have an electronic copy of your report that you can email and you do not have access to a photocopier, please bring along your report to your screening interview, where one of our team can take a photocopy for your file and return the original to you.*

*For your information, the Dyslexia Support Team is currently based in* ***DR208***

**Q25/Q26)** Do you have a previous diagnosis of any other Specific Learning Difficulty?

*Please indicate, in Q26, the nature of any specific learning difficulty, e.g. dyscalculia, dyspraxia, ADHD or autism. If you clicked ‘other,’ as you have a Specific Learning Difficulty that is not listed, please tell us this in Q27*

**Q27)** Please provide any further information for question 26 here, if needed, INCLUDING:
(i) how old you were when this was first diagnosed/recognised and (ii) if you are aware that any family members have been diagnosed with, or suffer from, any of the conditions listed:

*Please tell us if you are aware that any of your close blood relations (e.g. mum, dad, brother, sister, grand-parents, cousins, aunts or uncles) have any specific learning difficulties such as dyslexia, dyscalculia, dyspraxia, autism or any other SpLD.*

**Q31/Q32)** Compared to your peers (classmates), did you experience difficulty learning to read and/or write?

*If you did have any difficulties learning to read and write, please tell us, in Q32, about any areas you found more difficult than others. Can you describe any problems you had?*

**Q33)** What type of additional learning support (ALS) did you receive at primary school?

*Please tell us about any additional learning support you were given at primary school, such as small-group interventions outside of the main classroom, 1;1 support outside of the main classroom or in-class support from a teacher or teaching assistant (shared or individual).*

**Q34)** Did you have an Education, Health and Care Plan (EHCP) or ‘statement’ in place at primary school?

*An EHCP (or ‘statement’ of special educational needs) is awarded by a local education authority, after an application is made by a parent (or school) of a child with learning difficulties. The EHCP outlines any special educational needs a child has, as well as the educational provision a local authority must put in place to help them. It enables a child to receive specialist help in school.*

**Q35)** Please add any further information regarding learning support at primary school below, INCLUDING details about any Education, Health and Care Plan (EHCP) you may have had in place.

*Please tell us what the additional learning support provided help with (e.g. reading, writing, spelling, explaining concepts in an alternative way etc.). Please also tell us any information about your learning needs, as highlighted in your EHCP (or statement) if you had one.*

**Q39)** What type of additional learning support (ALS) did you receive at secondary school?

*Please tell us about any additional support you were given at secondary school, such as small-group interventions outside of the main classroom, 1;1 support outside of the main classroom or in-class support from a teacher or teaching assistant (shared or individual).*

**Q40)** Did you have an Education, Health and Care Plan (EHCP) or ‘statement’ in place at secondary school?

*Please see the comment for Q34 above.*

**Q41)** Please add any further information regarding learning support at secondary school below, INCLUDING details about any Education, Health and Care Plan (EHCP) you may have had in place:

*Please also tell us what the support provided you help with (reading, writing, spelling, explaining concepts in an alternative way etc.). Please also tell us any information about your learning needs, as highlighted in your EHCP (or statement) if you had one.*

**Q42)** Did you have a tailored or reduced timetable (e.g. some pupils attend extra English or maths classes in place of other lessons, such as PE or foreign language classes)?

*When you were at secondary school, was your timetable reduced? For example, were you allowed to take fewer GCSE subjects or only attend for afternoon lessons? Was a tailored timetable created for you? For example, were you allowed not to take a modern foreign language (MFL) subject or were you allowed to drop PE/DT/RS etc. to attend more English or maths sessions? Please tell us about this in* ***Q43****.*

**Q46/Q47/Q48)** Number of years at primary school / secondary school / post-16 college/apprenticeship?

*-The usual full number of years a student spends in primary school education in the UK is* ***6****. Please indicate the number of years you were at primary school to show if you missed any years.*

*-The usual full number of years a student spends in secondary school education in the UK is* ***5****. Please indicate the number of years you were at secondary school to show if you missed any years.*

*-Did you complete any full years in education after completing GCSEs at 16 years old? If so please indicate the number of full years spent?*

**Q49)** Have you had any major illnesses or injuries which meant you had to have more than 3 consecutive weeks off school or college?

*Please tell us, in* ***Q50****, the nature of the illness or injury and how much time you were absent from education. Did it cause you to feel behind with your studies when you returned? Did school/college send work to you at home to help you to keep up?*

**Q51)** Have you had any other gaps in your education?

*If so, please tell us the length of the gap and the reason for it. Possible reasons may include exclusion from school, home-schooling due to bullying issues, problems getting into new school when moving house.*

**Q52)** Did you have any behavioural issues at school? Please provide details below if you have, including any reasons for the issues.

*Possible reasons may include exclusion from school, bullying issues, anger management, mental health difficulties etc..*

**Q53)** Have you been awarded any of the exam access arrangements below in the past?

*Please indicate any arrangements you have been allowed in exams in the past.*

**Q54)** Which exams were these arrangements put in place for?

*Was this for your GCSE exams or different exam(s)? Which subjects?*

**Q55)** If you were allowed extra time what did you need to use it to do in the exam(s)?

*Possible reasons for being awarded extra time in exams include: a student may need additional time to read the questions/text or to work with a reader/computer reader; additional time may be needed to work with a scribe; a student may need longer to process and understand written information and to formulate their answers; or extra time may be needed to compensate for a physical disability (temporary or permanent).*

**Q57)** Do you have a copy of any documents relating to Exam Access Arrangement history?

*If so, it would be helpful if you could provide a copy to our team by post or by email to the same addresses listed for* ***Q24*** *on page 2 of this advice guide.*

**Q58)** Current difficulties: READING

*Please answer this question based on whether you struggle with any of the issues listed - to the best of your knowledge. If you are in doubt about struggling with any of the issues listed, ask yourself if you struggle more than other people of approximately your age.*

**Q59)** Are you familiar with using a computer reader?

*A computer reader allows you to highlight the text on-screen so that the computer can read the information to you.*

**Q60)** If you need to use a coloured overlay to help with reading, what colour do you use?

*A coloured overlay can be either a coloured, transparent reading ruler or an A4-sized, transparent, plastic, coloured sheet that you place over text to change the background colour of the page/screen, to help make reading tasks easier.*

**Q62)** If you need to have paper-based reading materials enlarged / printed in a larger size than standard font, to help with reading, what size font do you have / need (if known)?

*Standard-size font is usually size 12-14.*
This sentence is an example of size 12 text. This is an example of size 14 text.

**Q63)** Current difficulties: WRITING

*Please answer this question based on whether you struggle with any of the issues listed - to the best of your knowledge. If you are in doubt about struggling with any of the issues listed, ask yourself if you struggle more than other people of approximately your age.*

*For example, for ‘spelling difficulties’- can you sometimes see a word might be spelled incorrectly but do not know how to correct it?*

*For ‘punctuation difficulties,’ are there any particular areas you struggle with? Think about use of full stops, capital letters, commas, apostrophes etc.*

*For ‘grammar difficulties,’ does your written work make sense to other people? Do you find it hard to write in complete sentences and use the correct tense (past, present, future) in your work?*

**Q64)** Are you familiar with using Dictation Software?

*Dictation software is speech-to-text software that allows you to speak into a device which then converts your spoken comments into a written, word-processed form that you can read, e.g. Siri (iPhones) or Bixby (android phones) or Google docs software.*

**Q65)** Current difficulties: MEMORY

*Please answer this question based on whether you struggle with any of the issues listed - to the best of your knowledge. If you are in doubt about struggling with any of the issues listed, ask yourself if you struggle more than other people of approximately your age.*

*For example, if you are not sure if you find it hard to recall events from your distant past, when other people talk about events that happened when you were younger, can you usually remember what they are talking about or not?*

**Q66)** Current difficulties: MATHS

*Please answer this question based on whether you struggle with any of the issues listed - to the best of your knowledge.*

*-A traditional clock-face display is one which hands move around the clock face.*

*-Are you able to use a clock/watch or phone to tell the time only if it uses numbers e.g. 11:45? Is it difficult for you to work using the 24 hour clock, e.g. 14:25 instead of saying 2:25?*

*-Is adding single numbers together in your head difficult? For example, if you were asked to add 7 and 4 in your head, could you do it without counting on your fingers or writing the problem down?*

*- Is working out change in money transactions difficult? For example, when you go to a shop and buy something, do you find it hard to estimate how much change you should get back or to work out if you have been given the correct change?*

**Q67)** Current difficulties: INFORMATION PROCESSING SPEED

*Please answer this question based on whether you struggle with any of the issues listed - to the best of your knowledge.*

-*Does it take you longer to understand verbal/written information than your classmates?* *Do you need more thinking time to be able to fully understand what is being asked of you?*

-*Does it take you longer than others to formulate answers to questions? Once you understand a question, does it take you longer to decide how to respond/think what you want to say? Does the planning stage for longer responses in English, for example, take you longer than your peers?*

-*Do you need to re-read text over because it doesn’t make sense after just reading it once? Do you regularly need to read text more than once to be able to understand the content?*

**Q68)** Current difficulties: ORGANISATION

*-Difficulty meeting deadlines to complete/hand in work: do you often find that you are handing in work late or that you are rushing around doing it all at the last minute?*

*-Problems with sequencing (getting things in the right order): for longer answers that you write, do you find it hard to make your ideas flow and make sense? Do your ideas jump about all over the place in longer written responses? Would you find it hard to give instructions/directions for an activity in a logical order that someone else could follow?*

**Q71)** Is English your first / main language?

*Only answer Q72 – 80 if English is NOT your first language*

**Q75/Q76)** Before arriving in the UK, had you studied any English before??

*For example, did you study English at school before coming to England? Do you have any qualifications in English language from your country of origin? Please tell us, in* ***Q76****.*

**Q77)** Did you / do you have any difficulties with reading / writing or speed of processing information **when working in your first language**?

*For this question we need to know if you struggle when working in your main or first language, NOT any difficulties you have when working in your second language of English. Please tell us any details,* ***in Q78***

**Q81)** FURTHER INFORMATION:
*Please use this space to tell us anything else you think may be relevant to your history.*

Thank you for taking to read this advice guide. We hope that you found it helpful.

**\*Please consult the information for Q24 for details on how to return your completed interview form.**