



## "CHOOSING a SCHOOL or COLLEGE"

### What to Ask

Note that these suggested questions are not definitive, and will depend on whether you are approaching a school or college, and the age of your child. It is not a definitive list, and you may want to ask other questions.

### Teaching Support

- What type of dyslexic teaching support is given?
- Does the school provide special classes to help with literacy - what qualifications and training do the teacher have?  
How many hours a week would be provided?  
Would this be provided on a one to one basis?  
If not how many are there in the class?
- What external agencies are used or consulted, i.e. BDA or the Dyslexia Institute or any other agencies?
- Is there any in-class support and if so, for how long - how many hours a week?  
What form would this take?  
Will it be from a teacher with dyslexic qualifications and training?  
What kind of qualifications and training do the teachers have?
- What dyslexic qualifications and training do any A level tutors have?
- Is there general learning support to help with organisation skills?  
What form does this take, i.e. colour coding of books, lessons, timetables etc.
- Do the teaching staff liaise with the dyslexia support unit (if available)? In what way?

## Methods of Study

- Are lap-tops provided? For how long?  
Can they be used in every class?
- Which computer packages do you supply for assisting the student?  
When can they be used and for how long?  
Does the school use voice recognition computer software? If so, which one?
- What techniques do the staff use to ensure that the dyslexic student has understood?  
What techniques are used to allow the dyslexic to ask or answer a question?
- What kind of equipment or aids are available i.e. hand-outs in large print for every lesson; word lists; use of keywords; use of a Dictaphone; using a buddy system; teaching of note-taking skills and abbreviations; use of colour overlays etc.
- How much extra time is allowed in class for the student?  
How much time is given for the student to copy from the board?
- What learning strategies do present students use?

## Assessment

- How are students screened for dyslexia on entry? Which tests are used to assess the student's needs?
- Is there an individual learning support programme? What form does this take?
- Is a written report on the student's progress made and how often?
- Are goals set that are agreed with the student and/or arrange meetings to assess how far the goals have been reached and what is expected to be achieved?
- How is success of dyslexia provision assessed?



## General

- How many severe dyslexics are in an average class? What proportion is this of the class?
- How large are class sizes for Maths, Physics & Chemistry A Level (if available)?
- Could the school provide a copy of the previous year's exam results or League Tables:  
a copy of the disability statement or learning support policy with regards to dyslexic students;  
any Ofsted inspector's reports on the dyslexic arrangements within the school/college.  
Or where can these reports be found?

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**For further information contact NWDA Helpline**

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