

Dyslexia self-assessment checklist

This checklist is designed to help you think about what resources you and your organisation have in terms of recruiting, assessing and supporting learners with dyslexia within your organisation. Complete the right-hand column with your comments and notes. In particular record any implications for planning within your organisation.

How are learners' learning needs identified (screening and initial assessment)?	
Self-assessment questions	Comments and planning notes
<p>Does your organisation routinely conduct an English (literacy) and / or maths (numeracy) screening?</p> <p><i>Screening is a brief assessment process at the beginning of a learning or training programme, designed to establish if there are any learning needs.</i></p> <p>If yes, when is it carried out?</p>	
<p>Who carries out the screening?</p> <p>Is there a person dedicated / trained to do this?</p> <p>If a learning need is identified, what happens next?</p>	
<p>Are learners / workers referred for initial</p>	

<p>assessment?</p> <p><i>Initial assessment is a more structured process that will establish an overall level the person has reached in literacy and numeracy.</i></p>	
<p>Is the initial assessment used to pick up learners who may be dyslexic?</p> <p>How does this happen?</p>	
<p>Who are learners / workers referred to for initial assessment?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>learning support</i> • <i>union learning representative (ULR)</i> • <i>specialist teacher.</i> 	
<p>Assessment (diagnostic assessment)</p>	
<p>Are some learners given a diagnostic assessment for English (literacy) / maths (numeracy) following their initial assessment?</p> <p><i>Diagnostic assessment is thorough and probing and establishes a learner's specific strengths and weaknesses. A detailed individual learning plan (ILP) can be drawn up from the findings. Diagnostic assessment can also reveal the need for further specific professional assessment, for example for</i></p>	

<p><i>dyslexia.</i></p> <p><i>Note that it is recommended that diagnostic assessment is carried out by specialist teachers only.</i></p>	
<p>If a full assessment for dyslexia is recommended who carries it out?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>educational psychologist</i> • <i>trained dyslexia specialist</i> • <i>literacy or English teacher</i> • <i>ICT or online assessment.</i> <p><i>Note: a full assessment for dyslexia results in a clear, professional opinion about whether the learner is dyslexic, their particular pattern of difficulties and specific recommendations for teaching programmes. It is NOT the same as a screening, which indicates whether the learner might be dyslexic.</i></p>	
<p>Staff – organisation, training and expertise</p>	
<p>Has senior management had any information / training about dyslexia?</p> <p>If so, has this led to any systems being put in place within the organisation to support individuals with dyslexia?</p>	
<p>Do you have access to qualified dyslexia</p>	

<p>specialists?</p> <p>If so, who are they?</p> <p>If none, please note this.</p>	
<p>If you are supporting a dyslexic learner, who can you approach for advice and support in your organisation?</p> <p>Note if there is no-one.</p>	
<p>Learning support – systems of support</p>	
<p>Is any support for dyslexic learners / workers available in your organisation?</p>	
<p>If so, what kinds of support do learners / workers receive?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>one-to-one sessions</i> • <i>drop-in sessions</i> • <i>workshop sessions</i> • <i>support within class / workplace.</i> <p>How much support is offered?</p> <p>For how long?</p>	
<p>Do any of the workers / learners work towards English or maths qualifications?</p>	

<p><i>For example:</i></p> <ul style="list-style-type: none"> • GCSE • functional skills • national literacy or numeracy tests (being phased out from August 2012). 	
<p>Do you feel that there are undiagnosed dyslexic learners in your particular workplace / setting?</p> <p><i>This means learners who may not know or suspect they are dyslexic, or who may know they are dyslexic but have not been recognised within your organisation.</i></p>	
<p>Do you think there are any institutional or organisational barriers that prevent dyslexic learners from being identified?</p> <p>If you think that there are institutional or organisational barriers, what are they?</p>	
<p>Do you think dyslexic learners / workers themselves choose to remain anonymous?</p> <p>If learners / workers who are dyslexic choose to remain anonymous, why do you think this is?</p>	
<p>Does your organisation make reasonable adjustments for learners with dyslexia?</p>	

<p>If so, what are these adjustments?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>oral instructions also in writing additional time in induction or assessments</i> • <i>adjustments to font and colour of paper</i> • <i>IT support (assistive technologies)</i> • <i>buddy system.</i> <p>Are separate adjustments made for each individual or does the organisation use approaches that are generally 'dyslexia friendly'?</p>	
<p>Resources</p>	
<p>Are teachers and managers aware of the resources that might be needed to support dyslexic learners?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>additional support workers, trained to support dyslexic learners;</i> • <i>training for all teachers in recognising and supporting dyslexic learners in class;</i> • <i>training for specialist teachers;</i> • <i>access to assistive technologies and training in how to use them.</i> 	
<p>Action points prioritised</p>	
