Italia Conti

ITALIA CONTI

SEND Policy and Information Report FE

Approved by Senior Leadership Team	31st August 2022
Reviewed by	SEN Co-ordinator
Checked by:	Head of Quality Assurance & Academic Partnership Liaison
Next review due:	1st September 2023

This policy will be reviewed and approved by the Senior Leadership Team annually.

Italia Conti

Contents

1.Inclusion statement

At Italia Conti, we value the abilities and achievements of all learners and are committed to providing the best possible learning environment for each student.

We recognise the entitlement of all our learners to fully access the curriculum. We endeavour to make every effort to ensure maximum inclusion of all learners whilst meeting their individual needs. Some learners will require more support than others, whether throughout their entire training at Italia Conti, or for a shorter time period throughout the course. This policy reinforces the need for teaching that is fully inclusive wherever possible, whilst making reasonable adjustments where necessary. The Senior Leadership Team (SLT) will ensure that appropriate provision will be made for learners with SEND via the admissions process and subsequent teaching and learning environment.

2.Purpose:

The purpose of this policy is
- To ensure a consistent, whole institution approach to students with SEND
- To be an inclusive institution
- To facilitate curriculum access for all students
- To ensure the identification of all students requiring SEND provision as early as possible in their educational career at Italia Conti
- To meet and support individual needs through specific intervention strategies
- To attain high levels of satisfaction and participation from students, and where appropriate, parents and carers
- To share a common vision and understanding with all relevant parties
- To give transparent resourcing to SEND
- To work towards inclusion in partnership with other agencies and settings where appropriate
- To support staff in meeting student needs
- To make clear the expectations of all partners when planning for and supporting the provision for special educational needs and disabilities
- To facilitate students in 'successful preparation for adulthood, including living and employment'[1]
- To ensure that our disabled students receive the support and adjustments that they require in a fair and timely manner and are not unreasonably disadvantaged.

3.Aims and objectives

Our SEND policy and SEN information report aims to:
- Set out how Italia Conti will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- The policy is designed to ensure that our disabled students receive the support and adjustments that they require in a fair and timely manner and are not unreasonably

disadvantaged. The policy seeks to encourage and promote equality of opportunity and fair access and is a positive step towards inclusivity.

4.Context

This policy and information report complies with Part 3 of the Children and Families Act 2014 legislation which sets out educational institutions' responsibilities for students with SEN and disabilities. This includes section 69 requirements for the information report. The policy and information report are also based on:

- Statutory guidance from Special Educational Needs and Disability (SEND) Code of Practice 2014 (last updated April 2020)

- The Special Educational Needs and Disability Regulations 2014, which set out schools' and colleges' responsibilities for education, health and care (EHC) plans, SEN specialists, SEN liaison teachers and the SEN information report

- The Equality Act 2010 which, within the context of disability, addresses the types of direct and indirect discrimination that may occur within an institution, including harassment, victimisation and failing to put in place reasonable adjustments.

Further Information:
- For FE: SEND: guide for further education providers[2]
- For HE *Help if you're a student with a learning difficulty, health problem or disability*[3]

5.Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges
- A disability which is defined as a physical or mental impairment that is likely to have a substantial and long-term effect on an individual's ability to carry out day to day activities. Long term is defined as a condition that has lasted for a year and a day, a condition that is likely to last for a year and a day or a condition that will last for the duration of the individual's lifetime

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young people of the same age by mainstream schools.

Reasonable adjustments are alterations to a policy, procedure or practice that will remove/reduce a specific disadvantage or barrier that arises as a result of a student's disability and enable the student to participate more fully in their course.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this policy includes LDD, in line with the SEND Code of Practice terminology.

6.SEND Code of Practice
The fundamental principles stated in the SEND Code of Practice are:
- A child or young person (0-25 years) with special educational needs should have their needs met, in order to facilitate their development and to help them achieve the best possible educational and other outcomes
- The special educational needs of children or young people will normally be met in mainstream schools or post-16 institutions and settings
- The views wishes and feelings of the child or young person, and the child's parents should be sought and taken into account
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- Children or young people with special educational needs should be offered full access to a broad, balanced, and relevant education.

7.Admission Arrangements
In line with the SEN and Disability Act, Italia Conti will not discriminate against those with a disability, taking all reasonable steps to provide effective educational provision and look at the "best fit" for each individual prospective student.

8.SEND Provision
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

9.Evaluating the effectiveness of SEND provision
We evaluate the effectiveness of provision for students with SEND by:
- Using the graduated approach
- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions termly

- Using learner feedback and questionnaires
- Monitoring by the SEN Tutor
- Holding annual reviews for students with EHC plans

10. Resources

Funds are deployed to implement the SEND policy. There is also an allocation for resources and staff training. The SEN Tutor is a permanent full time member of staff.

11. Complaints

Complaints about SEND provision in Italia Conti should be made to the Programme Director (HE) or Course leader (FE). They will then be referred to the Italia Conti complaints policy. Complaints about a member of staff connected to SEND provision should be made to the Principal, via HR@italiaconti.co.uk

12. Management of SEN within the FE / HE courses

All teachers have a responsibility for students with SEND.
All teachers are teachers of learners with SEND and are aware of their responsibilities towards these students (whether or not they have a statement of SEN) and a positive and sensitive attitude is shown towards them. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
Roles and Responsibility:
The SEN Tutor is: Humza Hussain

The SEN Tutor works full time on site and has responsibility for the delivery of the policy. They are specialist and experienced in delivering targeted support, as well as being specialist in supporting students of Performing Arts.

The SEN Tutor
- Overseeing the day-to-day operation of this policy
- Co-ordinating provision for students with SEND;
- Liaising and advising teachers
- Managing additional learning support assistants if required
- Overseeing the records of all students in their department at Italia Conti with SEND
- Liaising with students with SEND, and (where age appropriate), with parents or carers, in conjunction with teaching staff
- Supporting/coordinating appropriate in-service training of staff
- Liaising with external agencies including the Local Authority's SEN, support and education psychology services, health and social services and voluntary bodies
- Liaising with the SEN consultant (who holds the NASENDCo award)

The SEN tutor is responsible for reporting the management of the SEN policy to the relevant Course leaders and the Senior Leadership Team.
The Principal has overall responsibility for the implementation of the policy.

13. Identification and assessment

Italia Conti accepts the principle that students' needs should be identified and met as early as possible and that students are made aware of the range of support and / or funding available to them. The SEND tutor works closely with the relevant Course Leaders and the Welfare and Pastoral teams, using induction assessments and academic references as an early identification indicator.
The following indicators of SEND are also used:

- The application form
- 1-2-1 Induction meetings and 1-2-1 tutorials in which students may state their perceived needs
- a pre-screen questionnaire administered by the SEN specialist, to determine the likelihood of a learning difficulty (see appendix 3)
- Teacher concerns raised
- Teacher/ course leader SpLD checklist questionnaire (see appendix 2)
- declaration of a learning difficulty, for example, dyslexia or dyspraxia
- tracking individual student progress over time
- information from previous settings
- information from other services
- further individual assessment as necessary.

The SEN Tutor maintains a list of students identified through the procedures listed. This list is reviewed on a regular basis with course leaders.

14. Curriculum access and provision

Teachers are responsible and accountable for the progress and development of all the students in their classes. High quality teaching is our first step in responding to learners who have SEND. This will be differentiated for individual students.
Where students are identified as having SEND, Italia Conti provides for these additional needs in a variety of ways. The provision records a graduated response to individual needs, whilst facilitating independent strategies in preparation for employment. The range of provision may include:

- differentiated tasks
- small group withdrawal with the SEN specialist
- individual withdrawal from class with SEN specialist for 1:1 support
- facilitating further differentiation of resources
- alternative methods of assessments such as presentations, performances
- provision of alternative learning materials/special equipment, e.g. coloured paper / overlays, audio-visual teaching and learning visual learning materials
- staff development to undertake more effective strategies

- facilitating access to specialist teaching, or support and health services for advice on strategies, equipment, or staff training.

15. Adaptations to the curriculum and learning environment

Wherever possible, students are supported and encouraged to take personal responsibility in managing their own learning. We facilitate the following adaptations to ensure all students' needs are met and to aid them in becoming independent young people:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Encouraging students to utilise recommended aids, such as laptops, coloured overlays etc.
- Differentiating our teaching, for example, giving longer processing times, reading instructions aloud, giving access to texts in advance etc.

16. Monitoring learner progress

Progress is a crucial factor in determining the need of additional support. Adequate progress is that which:

- Minimises the attainment gap between any SEND students and peers
- Prevents the attainment gap widening
- Equals or improves the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

17. Record Keeping

Italia Conti will record the steps taken to meet individual needs. The SEN tutor will maintain the records and ensure all relevant staff have access to them, they will include:

- Information on progress and attainment
- Student 's own perception of difficulties
- Information from health/social services, where appropriate
- Any relevant assessments
- Advice from other professionals
- Information about any individual targets or actions planned

18. Code of Practice graduated response

Italia Conti adopts the levels of intervention described in the SEND Code of Practice and the graduated response recommended. When students are identified as having SEND, Italia Conti will intervene through the following actions.

The first action is characterised by interventions that are different from or in addition to the normal differentiated curriculum. They are triggered by concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills

- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If Italia Conti decides, after consultation with the student (and parents for learners under 18), that a student requires additional support to make progress, the Course leaders and the SEN Tutor, will support further screening of the student with a view to identifying and planning future support. This will not be funded by Italia Conti.

The teaching staff will remain responsible for planning and delivering individualised programmes. Where age appropriate, parents will be closely informed of the action and results.

Placement of a student at a higher level of action will be made by the Course leaders after full consultation with the students (and parents where the student is under 18) at a review undertaken within the first stage of action. External support services may advise on targets for an Individual Education Plan / Support Plan and provide specialist inputs to the support progress. This level of action will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at levels considerably lower than expected for a student at a similar age
- Continues to experience difficulty in developing literacy/numeracy shills
- Has emotional/behavioural problems that substantially impede his/her learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Consent is sought before any external agencies are involved. Student Support Plans will incorporate specialist strategies to be implemented by the class teachers and may involve other adults in Italia Conti.

If a student remains a significant cause for concern, with complex needs, despite an individualised programme of sustained intervention within the first and further action process, then Italia Conti will request that the student is assessed by an Educational Psychologist.

19.Involvement of Students

We recognise that all students have a right to be involved in making decisions and exercising choice (SEN Code of Practice). Whenever possible, students are involved in reviewing and monitoring their own progress. Students are encouraged to:

- Share their views about their education and learning (Student views)

- Identify their own needs for learning
- Share in individual target setting across the curriculum
- Self-review their own progress and, where appropriate, set new targets
- Where appropriate, participate in IEP/ Support Plan reviews and target setting and annual reviews

20.Educational Health Care Plans

Students who have significant needs may be assessed and granted a status and extra provision. These used to be called Statements of SEN. These are now known as Education, Health and Care Plans (EHCPs).

The EHCP will include details of learning objectives for the young person. These are used to develop targets that are:

- Matched to the longer-term objectives set in the statement
- Of shorter term
- Established through parental/learner consultation
- Set out in an Individual Education Plan / Support plan
- Delivered by the teaching staff with appropriate additional support where specified

21.Reviews of EHCP (Education Health Care Plan) of SEND

EHCPs (Education Health Care Plans) must be reviewed annually.

The Local Authority involved will inform the relevant course staff via the SEN Tutor at the beginning of each academic term of any learners requiring reviews. The SEN Tutor will organise these reviews and invite:

- The student's parent(s), where the learner is 16-18
- The student
- Relevant Italia Conti staff (including non-teaching staff)
- The Educational Psychologist, if recommended
- Other professionals as appropriate
- A representative of the LA SEN Inclusion and Assessment Team

The aim of the review will be to:

- Assess the student's progress in relation to the objectives of the EHCP (Education Health Care Plan)
- Review the provision made to meet the student's needs as identified in the EHCP (Education Health Care Plan)
- Consider the appropriateness of the existing EHCP (Education Health Care Plan) in relation to the student's performance during the year, and whether to cease, continue or amend it
- If appropriate to set new objectives for the coming year

The Course Leader, in conjunction with the SEN Tutor, will complete the annual review forms and send these, together with any supporting documentation to the relevant Local Authority within the time limits set out in the *Code of Practice*.

Italia Conti recognises the responsibility of the Local Authority to decide whether to maintain, amend or cease an EHCP (Education Health Care Plan) of SEND.

22. Review of SEND Policy

This policy, and practice, will be reviewed annually by the SEN Tutor in consultation with the Course Leaders and relevant teachers, the Head of Quality Assurance and the Senior Leadership Team. The outcomes of this review will be used to inform the Italia Conti Development Plan.

For further information on the monitoring and evaluation of SEND, please refer to Appendix 1.

Links with Other Policies

This policy links to:

Accessibility Plan
Anti-Bullying and Harassment Policy
Assessment and Internal Verification Policy (FE)
Disciplinary Policy
Equal Opportunities Policy
Examination Entries and Appeals Policy
Safeguarding
Support though Studies

Appendix 1: Monitoring and evaluation

Monitoring	Evaluation
Curriculum Provision	
- Curriculum planning - Classroom Observation - Work Sampling - Informal feedback from staff - Student feedback via informal feedback due to our open-door policy, tutorials, student surveys,	- Planning shows differentiation and specified roles for support. - There is evidence of differentiation and further differentiation of learning opportunities in the classroom. - Work sampling shows curriculum continuity and progression in learning. - Students with SEN are given suitable learning tasks to meet their needs. - Students can identify what and how they are learning.
Individual Student Progress	
- Scrutiny of whole school data for progress of students with SEN - Sampling individual student work - Analysis of assessment data relating to individual students - Scrutiny of student targets/reviews	- Students with SEN make good progress in comparison with other student groups. - Samples of student work show progression over time. - Data recording individual student progress is analysed and shows progression. - Student targets are SMART, relevant and reviewed regularly.

	• Targets are shared by students and show progress. Students are actively involved in annual reviews.
Monitoring the Implementation of SEN Procedures	
Analysis of assessment data and student tracking Register analysis Communication with parents where ppropriate Analysis of systems for ensuring effective ommunication with parents and staff Sampling of SEN files Classroom observation re effectiveness of upport staff and use of resources if in place	• Student tracking systems are in place and include procedures for tracking students whose progress may be "out of step" with peers. • Assessment data is analysed and used to inform provision. • The SEN register is reviewed termly and any appropriate action taken. • There is movement on the register, both up and down the levels of intervention. • Where appropriate, parents are informed of their child's SEN, of targets and of the provision made to meet needs. • Where appropriate, parents attend annual review meetings. • Staff and where appropriate, parents feel they have sufficient information and advice. • SEN files are up to date and accessible • The SEN specialists liaise with the Programme Director and relevant Head of Studies

	● SEN specialists have clear roles, are effective, are appraised and receive regular training.
	● Analysis of provision showing a range of support to meet individual needs.
	● Analysis of provision shows appropriate actions to meet individual needs.

Appendix 2: Combined SpLD Checklist: Post 16 Level

Instructions for use of the paper-based version

This checklist is designed to be used as a first step in identifying the needs of students who are achieving below the expected level in the classroom. It is not a diagnostic tool. Use of the checklist should always be followed by the appropriate recommendations and next steps.

To use the paper-based checklist:

1. For each behaviour in the list, select whichever is relevant for the learner: not at all, sometimes, or often.
2. When you have completed the entire checklist select only the cells that show sometimes or often. This will give you an overview of the behaviours and needs of your student.
3. In consultation with the SEN Tutor, complete the "Recommendations/Next Steps" box at the bottom of the checklist.

Name of Student

	For each behaviour, select **not at all, sometimes,** or **often**	not at all	some times	*often*
Dyslexia	Other family members with similar difficulties			
	Difficulty with retaining and retrieving information			
	Difficulty remembering sequential information			
	Poor concept of time			
	Poor organisational skills			
	Difficulty with fluent, accurate reading			
	Continued difficulty with phonological awareness			
	Persistent difficulty with spelling			
	Poor structure/organisation of written work			
	Difficulty copying from the board			

	Inconsistent performance			
	Low self esteem			
	Poor comprehension skills			
	Slow speed of writing			
	Weak short term and/or working memory			
	Slow speed of reading			
Dyspraxia	Other family members with similar difficulties			
	Difficulties with physical activities			
	Confusion with left or right			
	Problems with awareness of time			
	Writing difficulties, both with style and speed			
	Difficulty using scissors, etc.			
	Poor organisation			
	Poor short term visual and verbal memory			
	Difficulty with making friends and forming relationships			
	Difficulty following instructions			
	Struggles with team games			
	Poor posture/hypermobility			
	Inconsistent performance			
	Interrupts/talks loudly			
	Sensory issues (e.g. problems with unexpected noise, some materials, textures, etc.)			
	Takes longer to process information			

		not at all	some times	often
ADHD	Other family members with similar difficulties			
	Doesn't seem to listen when spoken to directly			
	Doesn't follow through on instructions			
	Difficulty in organising tasks / activities or knowing where to start			
	Easily distracted by extraneous stimuli			
	Forgetful in daily activities			
	Loses things and is disorganised			
	Cannot sit still when expected or required			
	Blurts outs answers before the question is finished			
	Difficulty in engaging in activities quietly			
	Inability to control emotions			
	"On the go" constantly			
	Talks at speed			
	Interrupts or intrudes on others			
	Appears inattentive/day dreamer			
	Can't wait to take their turn			
	Difficulty sustaining attention or completing tasks			
	Inability to perceive risk/danger			
ASD	Other family members with similar difficulties			

Responds to social interaction but does not initiate it			
Difficulty understanding jokes/figures of speech			
Difficulty reading social interactions			
Lack of awareness of personal space			
Makes honest but inappropriate observations			
Socially inappropriate eye contact			
Is hyperactive/uncooperative/oppositional			
Difficulty maintaining friendships			
Over-sensitive to certain textures or sounds			
Resistant to change			
Difficulty in transferring skills from one area to another			
Overly focussed on the detail of tasks			
Abnormal use of tone/pitch in speech			
Engages in the same task repeatedly and/or in ritual behaviours			
Dislikes/avoids social situations			
Experiences anxiety and heightened behaviours in new situations			
Inability to perceive risk/danger			

		not at all	some times	often
Dyscalculia	Other family members with similar difficulties			
	Checks and re-checks answers to questions			
	Confusion with number direction, e.g. 92 or 29			
	Fixed into one method of working out calculations			
	Difficulty recognising the appropriate mathematical strategy			
	Difficulties with the concept of space and/or direction			
	Takes a long time to complete mathematical tasks			
	Problems with estimating			
	Problems with the planning of maths activities			
	A poor understanding of place value and its use in calculations			
	Poor practical application of maths, e.g. money			
	Problems with orientation/direction/maps/diagrams			
	Mixes up similar looking numbers			
	High levels of debilitating anxiety related to maths			
	Problems copying numbers and geometric shapes			

	Difficulties recalling basic maths facts/equations/times tables				
	Poor concept of time and reading analogue clocks/watches				
	Poor ability to carry out mental maths tasks				
SLI	Other family members with similar difficulties				
	Slow to answer when spoken to, or needs to ask for information to be repeated				
	Difficulties learning and understanding more complicated vocabulary				
	Struggles to understand sarcasm and some of the language of adolescence				
	Difficulties understanding idioms, metaphors, and multiple meanings				
	Sentences sound muddled or confused				
	Longer pieces of speech or writing lack detail or are hard to follow				
	Knows a word but can't remember it or says a word that's similar				
	Difficulty keeping up with conversations, including group conversations				
	Difficulty changing style of speech to suit different situations and audiences				
	Difficulty working independently and prioritising				
	Prefers practical tasks at school but finds the language for these difficult				

Recommended action / next steps:

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Appendix 3:

Special Educational Needs and Disabilities
and
Additional Learner Support

We are here to support you in fulfilling your potential within all aspects of learning. Helping us find out a little about support you think you may need or have previously accessed, will help us coordinate the right provision for you. Please fill out the questions below as best you can. Please note, if you have a 'diagnosis' of a condition, you will be asked to provide evidence. Not having a 'diagnosis' does not mean you cannot access Additional Learner Support.

Personal details

Details	Please answer here
Name	
Course (commencing September 2021)	

Do you have any additional learner needs or disabilities?	Please tick:
A: I do not have any additional learner needs/requirements or disabilities	
B: I have an additional learner need or a disability, therefore I wish to register with the SEND and ALS department. I am aware I will be asked to provide evidence (medical, diagnostic etc) to support my disclosure.	

C: I wish to disclose that despite having no formal diagnosis of a disability or additional need, I previously received extra support during my studies such as extra time, LSA support. 1:1 intervention etc. Therefore, I may need some extra support in accessing elements of learning. I understand I will be offered proportional levels of personalised support on a case by case basis.	

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If you answered B, please tick the following that are relevant to you:

I have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	
I am blind or have a serious visual impairment uncorrected by glasses	
I am deaf or have a serious hearing impairment	
I have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	
I have a mental health condition, such as depression, schizophrenia or anxiety disorder	
I have a specific learning difficulty such as dyslexia	
I have a specific learning difficulty such as dyspraxia	

I have a specific learning difficulty such as dyscalculia	
I have a specific learning difficulty such as ADHD/ADD	
I have physical impairment or mobility issues, such as difficulty using your arms or use a wheelchair or crutches	
I have a disability, impairment or medical condition that is not listed above	
I have two or more impairments and/or disabling medical conditions	

If you answered B or C please complete the following:

Please explain below what reasonable adjustments were made in order for you to fully access your previous studies (including any 1:1 support, use of coloured overlays, specialist technology, teacher strategies that helped you etc.)?	

Language

Details	Please answer here
Is English your first language?	

2

If No, what is your first language?	
In which language were you educated?	

School education

Please answer whether you experienced difficulties with any of the following at school.

Details	Please answer:
Learning to read	Yes / No
Learning to spell	Yes / No
Structuring your ideas in writing	Yes / No
Handwriting	Yes / No
Reading aloud	Yes / No
Mental arithmetic	Yes / No
Concentration and focus	Yes / No

Details	Please answer here
Did you miss long periods of school? (including for professional performance work)	Yes / No More info:
Did you get any extra support at school? For example, did you have intervention with a TA or have private tuition?	Yes / No More info:

Did you regularly run out of time in written examinations?	Yes / No More info:
Did you receive any special exam arrangements? E.g. additional time, scribe, reader, etc.	Yes / No More info:
Have you ever used coloured overlays/tinted glasses?	Yes / No More info:

Reading

Details	Yes or No - (Add more detail if needed)
Do you read for pleasure?	Yes / No
Are you a slow reader compared to other students?	Yes / No
Do you dislike reading long books?	Yes / No
Do you dislike reading aloud?	Yes / No
Do you often forget what you have just read?	Yes / No

3

Do you re-read paragraphs several times to understand and absorb the meaning? Think about this in the context of academic texts as well as a novel/newspaper.	Yes / No

Do you find it hard to pick out relevant information (e.g. do you find it hard to know what to highlight or note down)?	Yes / No
Do you sometimes misread words?	Yes / No
When you have a choice, do you tend to avoid activities that involve a lot of concentrated reading?	Yes / No
Are you able to spot mistakes when proofreading your own work?	Yes / No
Do you tend to move your lips and speak words quietly to yourself when you are reading?	Yes / No
When you are reading, do you often lose your place on the page?	Yes / No
Do the words sometimes blur or move?	Yes / No
Do you find it difficult to pronounce unfamiliar words?	Yes / No

Writing

Details	Yes or No - (Add more detail if needed)
Do you make spelling mistakes (if no access to spellcheck)?	Yes / No
Do you sometimes confuse homophones (e.g. their/there/they're)?	Yes / No

Is your handwriting difficult to read?	Yes / No
Can you re-read and make sense of your personal notes from lectures?	Yes / No
Do you have problems with sentence structure?	Yes / No
Do you have problems with grammar or punctuation?	Yes / No
Do you have problems structuring essays?	Yes / No
Do you have problems writing meaningful notes in lectures?	Yes / No

Memory and concentration

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Details	Please answer: Yes or No
Do you think you have a poor short-term memory?	Yes / No
Do you often forget names?	Yes / No
Do you have to write things down so as not to forget them?	Yes / No
Do you often lose things or forget where you put them? E.g. keys, phone etc.	Yes / No
Do you find it difficult to remember facts or examinations?	Yes / No

Are you easily distracted?	Yes / No
Do you lose track of conversations?	Yes / No
Do you interrupt people?	Yes / No
Do you 'zone out' or daydream in lectures?	Yes / No
Do you fidget/find it hard to keep still?	Yes / No

Time management and organisation

Details	Please answer: Yes or No
Do you procrastinate and put off starting a piece of work?	Yes / No
Do you find it hard to meet coursework deadlines?	Yes / No
Do you find it hard to keep your work organised?	Yes / No
Are you generally disorganised and untidy?	Yes / No
Are you often late for appointments?	Yes / No

Numbers and maths

Details	Please answer: Yes or No
Do you find it difficult to do sums in your head?	Yes / No

Did you find it hard to learn your multiplication tables?	Yes / No
Do you often confuse or mix up certain numbers?	Yes / No
Do you find formulas confusing or difficult to learn?	Yes / No

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