



North Warwickshire & Coventry Dyslexia Association

# Meeting Staff at your Child's School

Registered Charity No. 1012070

Registered Address: 4 Avon Close, Bulkington, Bedworth, Warwickshire, CV12 9SA

## Requesting a Meeting at School

If you have worries or concerns about your child's education then you should request a meeting with a member of staff, preferably the Special Educational Need Co-Ordinator (SENCO). Make your request verbally face-to-face or by telephone. You do not have to wait for a "Parents Evening". If your verbal request is not met then put it in writing. (See sample letter 1)

Before going to the meeting make some notes. Here are some suggestions.

What worries you?

How long have you been worried?

What does your child say or feel about the situation?

- He/she is becoming increasingly unhappy.
- He/she does not want to go school.
- He/she is missing playtime because his/her class teacher is keeping him/her in to catch up on his/her work/spellings etc. He/she sees this as a punishment, and you are concerned that he/she is missing an important chance to relax and refresh him/herself for the next lesson. *(It is well known that dyslexic children have to work much harder to achieve the same as [or less than] others and easily get overtired.)*
- He/she is coming home saying that he/she is stupid, silly and thick.
- He/she is losing his/her self-confidence.
- He/she is being teased by other children about his/her difficulties. If this is not stopped you are worried that he/she will become even unhappier.

What have they tried to improve the situation?

Have you had discussions with the school about this? If so, when?

Did the SENCO/ head /teacher share your concerns?

What was suggested or offered?

- Are you confused by the work being sent home:
  - - class reading book
  - - extra reading book
  - - spellings
- Do you know how much work he/she should be doing each night, or how long they should spend doing it.

What progress has there been since any previous discussions?

Have you a copy of his/her Individual Education Plan (IEP).

- If not, then you need to ask for a copy.
- When will it be reviewed?

What level of literacy and numeracy should your child have reached in relation to his/her intelligence:- average/above average/ below average.

- Has this view been confirmed by intelligence tests (which give an idea of potential achievement). If so, which tests were used and what scores obtained?

What are the current levels of achievement in:

- Reading (age) for accuracy
- Reading (age) for comprehension
- Spelling (age)
- Numeracy (age)

Ask for test scores and the test names and dates

Is the underachievement (i.e. the difference between potential level and literacy and numeracy attainment) serious enough to consider applying for formal assessment.

Does the school consider that your child is dyslexic? (Some schools prefer the term "Specific Learning Difficulty" which includes dyslexia and some other difficulties)

What extra help can the school provide? (School Action)

Is the school seeking advice from outside experts? (School Action Plus)

When is extra help starting?

How long will extra help continue?

Does anyone in the school have additional qualifications in the teaching of dyslexic children?

Can support be given in the classroom situation to help with access to other subjects in the National Curriculum, e.g. History, maths etc?

In which lessons will support be available and will this be given by a Teacher, a Teaching Assistant, a Parent-Helper, or another pupil.

Can the child be exempted from learning a modern foreign language? (or study conversation only)

Can the child be given extra access to word processing for school work & will keyboard skills be taught?

Is it likely that your child will need Special Provision for dyslexia in school based and external examinations?

## **During the meeting -**

- Take someone else with you to take notes that you can refer to later.
- Note and confirm details of agreed actions.
- Most importantly **Set a Date for the Next Review**

## **Following the Meeting**

- Write a thank you a letter to the school.
- Include details of any actions and further meeting(s) that were agreed. (See sample letter 2)

If you do not receive a reply, it is accepted by all parties that they agree with what you have written.

**Keep copies of all your letters.**

## Sample Letter 1

To: *(SENCO or Head Teacher)*  
*(School Address)*

*(Date)*

*(Your child's Name & Date of Birth)*

Dear *(Name of SENCO or Head Teacher)*

I am writing to ask if you could arrange a date for me/us to meet to discuss *(Child's first name)* special educational needs and his/her Individual Education Plan.

*(Child's first name)* is becoming increasingly unhappy, and it would help me/us to know what help he/she is getting this term.

I/we look forward to your early reply

Yours sincerely

## Sample Letter 2

To: *(SENCO and/or Head Teacher)*  
*(School Address)*

*(Date)*

*(Your child's Name & Date of Birth)*

Dear *(Name of SENCO and/or Head Teacher)*

Thank you for the meeting on *(date)*. I am writing to confirm that it was agreed that.

*(include detail of agreed actions and/or meeting dates)*

Yours sincerely

For further information contact NWCD A Helpline :-

Telephone: 024 7631 6813

E-mail: [seekingadvice@virginmedia.com](mailto:seekingadvice@virginmedia.com)

Web: [www.justdyslexic.org.uk](http://www.justdyslexic.org.uk)

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