**CONFIDENTIAL SECONDARY SCHOOL QUESTIONNAIRE**

**Parents/clients:** Please ask the school SENCO to coordinate subject teachers to complete this form.

You will need to sign this form BEFORE you give it to the SENCO.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Form class: \_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

SPELD NZ caters for children with dyslexia/specific learning disabilities. Our students often have extreme difficulty with activities such as reading, writing, spelling, organisation and mathematics. SPELD NZ uses the Woodcock-Johnson Cognitive and Achievement assessment batteries to provide an in-depth analysis of learning and to make recommendations to enhance the student’s learning. We welcome ongoing liaison with the school, provided the parent/client gives written permission.

To help us help the student we would appreciate any information you are able to provide but in particular responses to the questions below.

Thank you for your assistance. Please return the completed form to the parents as soon as possible.

**Parent/Client Permission**:

I give permission for the teachers to answer the following questions concerning my child

Parent/Client Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SENCO Comments**

|  |  |
| --- | --- |
| Current Educational Support e.g. Teacher Aide, RTLB, SAC |  |
| Strengths you have observed |  |
| Weaknesses you have observed |  |
| Additional Comments |  |

SENCO name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SENCO signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Subject Teacher Comments – please comment as indicated**

Part A – English, Math, Science

Part B – Math, Science

Part C – English, Social Sciences/ Humanities (SSH)

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| **Part A** |
| **Behaviour** | **Subject** | **Rarely** | **Sometimes** | **Frequently** |
| Does the student appear inattentive? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student appear impulsive? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student have difficulty following class rules? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student attempt homework tasks? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student appear to have a low opinion of self or of his/her school abilities? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| **Social Skills** |  |  |  |  |
| Does the student relate well to others / have friends in the class? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student show leadership ability? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student work well in a team? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| **Learning and information processing** |
| Does the student have difficulty understanding concepts? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student have difficulty understanding and following instructions? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student have difficulty retaining learning? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Does the student complete written work within a given timeframe? | English |  |  |  |
| Math |  |  |  |
| Science |  |  |  |

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| **Part B** |
| **Math and Science** | **Subject** | **Rarely** | **Sometimes** | **Frequently** |
| Does the student have difficulty with basic computation? | Math |  |  |  |
| Science |  |  |  |
| Does the student have difficulty following sequences and procedures? | Math |  |  |  |
| Science |  |  |  |
| Does the student have difficulty problem solving and reasoning? | Math |  |  |  |
| Science |  |  |  |

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| **Part C** |
| **English and Social Sciences/Humanities** | **Subject** | **Rarely** | **Sometimes** | **Frequently** |
| Does the student participate in group discussion? | English |  |  |  |
| SSH |  |  |  |
| Is there a significant difference between the student’s oral and written abilities? | English |  |  |  |
| SSH |  |  |  |
| Is the student’s written work difficult to read?If yes comment on why(Spelling, handwriting, punctuation, organisation) | English |  |  |  |
| SSH |  |  |  |
| Comment |
| Are spelling or reading difficulties impacting on the student’s work? | English |  |  |  |
| SSH |  |  |  |
| Science |  |  |  |

**Additional comments – where appropriate**

|  |  |
| --- | --- |
| **Dean**  |  |
| **PE**:(e.g. Gross motor skills, participation, teamwork and overall behavior in PE) |  |
| **Teachers**(Interest in subject, strength/weakness, ability to use tools, behaviour etc.) |  |
| **Counsellor and/or other support services** |  |
| **Other Comments** |  |

Thank you very much for your assistance. Please return this form to the student’s parent promptly.