



For children (under 16yrs)

CONFIDENTIAL PRE-SCREENING QUESTIONNAIRE (Dyslexia)

Full Name of Child:		Age:	
Date of Birth:		School Year:	
Name of parent / carer:			
Home address:			
Contact Tel No: (mobile)		(work)	

Payment details
<ul style="list-style-type: none">• By cheque payable to Spellbound• By bank transfer: Account name: – Spellbound Bank: HSBC Account number: –62467720 Sort code: 40-17-08

Terms and Conditions for Screeners

Rearrangement/Cancellation

Assessments require considerable advance preparation and allocation of diary time, and rearrangement at short notice can be difficult. However, we recognise that sometimes this cannot be avoided and we will always endeavour to work with you to arrange an alternative date/time, where possible. Assessments which need to be postponed, not cancelled, will not incur an additional charge, unless subsequently cancelled.

If an Assessment is booked and subsequently cancelled [not rearranged], or if a student does not attend for the assessment on the confirmed date/time, 25% of the total assessment fee will be retained to cover the cost of advance work undertaken.

If cancellation of an assessment is required due to unavailability of the assessor for whatever reason, we will endeavour to provide as much notice as possible. In this event the Assessment will be rescheduled for a mutually convenient alternative date.

Fees and payments

The current fees for services offered by us are as published on the website.

Fees are payable by bank transfer or cheque.

Fees for Assessment and Screening Tests are required to be paid at the time of booking,

I understand that on receipt of my booking pack containing the required completed documents, Spellbound will contact me to agree an appointment date and time for the assessment. I agree to be bound by these terms and conditions.

Signature:	
Name (print):	
Date:	

I would like the assessment to take place at:	Tutor's address	Home address
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Dyslexia screening checklist

Low	High				
1	2	3	4	5	Other members of the family have similar difficulties.
1	2	3	4	5	Has difficulties carrying out three instructions in sequence.
1	2	3	4	5	Is able to speak articulately about a story or answer but struggles to put it into writing.
1	2	3	4	5	Struggles to learn sequences such as days of the week or the alphabet.
1	2	3	4	5	Is a slow reader or makes unexpected errors when reading aloud.
1	2	3	4	5	Seems bright in some ways but unexpectedly struggles in other.
1	2	3	4	5	Often reads a word, then fails to recognise/read it further down the page.
1	2	3	4	5	Struggles to remember what has been read.
1	2	3	4	5	Will become more 'off task' when working on literacy activities, e.g. 'Toilet trips'.
1	2	3	4	5	Puts letters and numbers the wrong way: for example, 15 for 51, b for d etc.
1	2	3	4	5	Has poor handwriting and/or struggles to hold the pen/pencil correctly.
1	2	3	4	5	Spells a word several different ways.
1	2	3	4	5	Appears to have poor concentration.
1	2	3	4	5	Is noticeably inconsistent when reading - recognising words then later making errors.
1	2	3	4	5	Struggles with mental arithmetic or learning times tables.
1	2	3	4	5	Seems to struggle with maths and/or understanding the terminology in maths.
1	2	3	4	5	Has difficulties understanding time and tense.
1	2	3	4	5	Has a talent for visual and/or kinesthetic learning activities, but struggles at other tasks.
1	2	3	4	5	Can answer questions orally but has difficulties writing the answers down.
1	2	3	4	5	Has trouble learning nursery rhymes or songs.
1	2	3	4	5	Struggles with phonics and learning the letter to sound rules.
1	2	3	4	5	Seems to get frustrated or suffers unduly with stress and/or low self-esteem.
1	2	3	4	5	Struggles to copy information down when reading from the board.
1	2	3	4	5	Needs an unexpected amount of support and/or time with classwork/homework.
1	2	3	4	5	Is excessively tired after a day at school.
1	2	3	4	5	Is working at a significantly lower reading level to that of their peers.
1	2	3	4	5	Is working at a significantly lower spelling level to that of their peers.

This checklist is designed to be used as a '1st step' consideration for identifying **dyslexic** tendencies.

This may guide the follow-up action you wish to take - *i.e. Referral to SENCO/dyslexia screening assessments*.

Results should be viewed on a sliding scale from no tendencies to regular occurrence of these tendencies keeping in mind that some children who are not **dyslexic** may also display some of these tendencies.

If you'd like to go ahead and book a screener, please return this form to spellbound.chelmsford@gmail.com. Please inform us of any dates you are not available and detail your preferred date and time. Please note that payment must be made at the time of booking.