

Student name

Group

Profile date

Subject(s)/Staff

Identification of learning support needs

Name/nature of condition **DYSLEXIA**

Specific details

Special support provision arranged

Recommended strategies (tick as appropriate)

- | | |
|---|--|
| <input type="checkbox"/> Give instructions in plain English | <input type="checkbox"/> Provide deadline reminders and clear directions for tasks |
| <input type="checkbox"/> Use active sentences in handouts and instructions | <input type="checkbox"/> Encourage use of highlighters and <i>post-it</i> notes |
| <input type="checkbox"/> Summarise key points at start and end of lesson | <input type="checkbox"/> Display lists of new vocabulary |
| <input type="checkbox"/> Have handouts available prior to lessons | <input type="checkbox"/> Don't correct each spelling: target key words |
| <input type="checkbox"/> Break down large tasks | <input type="checkbox"/> Provide 'ideal essays' and frameworks for writing |
| <input type="checkbox"/> Follow readability guidelines for use of texts | <input type="checkbox"/> Do not ask student to read aloud |
| <input type="checkbox"/> Will enjoy group work and discussion | <input type="checkbox"/> Avoid asking student to copy from board |
| <input type="checkbox"/> Provide clear comments when marking, and focus on only a few spellings | <input type="checkbox"/> Provide help with time management and self organisation. |
| <input type="checkbox"/> Allow extra time for reading | <input type="checkbox"/> Use different colour board markers |
| <input type="checkbox"/> Number paragraphs | <input type="checkbox"/> Take special exam provisions into account for major assessments |
| <input type="checkbox"/> Use sans serif fonts in written resources | <input type="checkbox"/> Other |
| <input type="checkbox"/> Use font size 12-14 point | |
| <input type="checkbox"/> Use differentiated resources | |

Staff monitoring/review/feedback (use if appropriate)

Comment

Staff name/signature

date