



Communication Between Home and School

- Who is the school SENCO (Special Education Needs Co-ordinator)?
- How early can I know my child's teacher's name and email?



Questions for the SENCO about accommodations for assessments

(Year 9 high school question)

- What special assessment conditions (SAC's) can be provided for my child?
- When can my child access these?
- What type of report does my child need to access SAC's? Is this done through the school or do I organise it?
- If applicable, when does the school need the report to start the application process to NZQA for SAC's?



Settling into school

- What transition programme do you have?
- How can I arrange to spend some after school time on site helping my child gain confidence about where everything is?
- What support is there to address my child's anxiety in this new environment? For example, does the school have a buddy system to help my child settle into school?



School view on Specific Learning Difficulties

- How can I arrange to get a copy of the school's Specific Learning Difficulties (SLD) policy?
- What is the school's view on dyslexia?



In School Support

- Can my child be placed with a home room teacher who has knowledge of best practice for teaching children with dyslexia? (Intermediate school question only)
- How does the home room teacher communicate to other teachers (PE, Art etc) about my child's needs and dyslexic learning style? (Intermediate school question only)
- How does the SENCO communicate to the teachers about my child's needs and dyslexic learning style? (high school question only)
- What support is put in place in regular lessons, for example, copying off the board?
- What in school support exists for students who need extra help academically or emotionally or both?
- How can my child access support?
- What is your homework policy for children with SLD's?
- What assistive technology does your school use for students with dyslexia?