What to Expect – Assessment

Exploratory Discussion

You are welcome to contact me to arrange a discussion (up to 30 minutes) free of charge. I will listen to what you are saying about your young person, ask some questions to find out what you want, explain how I work and talk through different options. If I am not able to help, I will offer suggestions based on the information you have shared.

Getting Ready

Background information and information from a range of different perspectives is an important part of your young person's assessment. I will ask you to share copies of any recent reports you may already have. This avoids any unnecessary duplication and also helps me design an assessment which is relevant to their age and your purpose. I will send checklists for you to complete as well as versions for a staff member at school or college to fill in. These may show variations across different situations and will be included as part of their report. I will also send a copy of FAQs for you to go through with your young person so that they are involved and feel more prepared for when we meet. If you feel your young person requires additional adjustments, such as a written checklist or visual schedule, to help create more structure and certainty then this would be the time to let me know.

On the Day

Most assessments take between 3-4 hours split into two shorter sessions. I usually travel to you so that your young person is in a safe, familiar place and can decide how to organise the space. To help with focus and energy levels I ask for quiet, electronic devices to be turned off or on silent, invite your young person to take short rest or movement breaks and bring anything they need to feel as comfortable and refreshed as possible.

Whilst my assessments are highly personalised and descriptive, they allow for comparison of your young person's skills with those of their neurotypical peers. This is important when making recommendations for reasonable adjustments and advocating for any additional support they might need. I value your young person's views and experiences and emphasise this throughout my report and in my recommendations. My hope is that your young person's experience of working with me will be positive and affirming of who they are.

Diagnostic assessments for dyslexia are required to meet SASC guidelines and follow a more standardised format. Even so, the emphasis will be on understanding your young person as a whole and exploring what seems most relevant to them as we go.

Very occasionally we may need to change plans on the day. If this happens there are usually different approaches we can explore if your young person is well enough and wants to try again.

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Afterwards

I do not provide feedback on the day although will confirm via text or email that everything has gone to plan if I meet your young person in another setting. If I have any immediate concerns about your young person I will communicate these directly.

All my reports are provided as a passcode protected PDF document. This is to protect your young person's confidentiality and the integrity of the report. I ask that you make a request in writing if you want the passcode removed.

I will send a draft version of my report within three weeks and invite you to contact me with any comments or questions. If you prefer a video or phone call to go through the draft, I offer up to 30 minutes free of charge.

I invite a collaborative approach and expect to make small adjustments to the draft. However, major changes are unlikely as I have a professional and ethical responsibility to ensure my reports are as clear, accurate and complete as possible.

I may send you another draft to check and once my invoice is settled will send a final, signed and dated version. This will mark the completion of our work together unless we contract for a further service in the future.

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