

Re Class Placement 2016: x

Dear Mr P,

X has been diagnosed by X, as having Mild/Moderate/Severe Dyslexia/Dysgraphia/Dyscalculia. You have the report on file.

X has been assessed by X to have average IQ but poor processing speed and short-term memory which are often seen in dyslexic children.

X has been diagnosed by X from X as having an Anxiety Disorder. A written report can be provided if necessary.

We would like to request special consideration be given to class placement for 2016. X will need a teacher that both understands her anxiety and learning difficulties and has an ability and willingness to implement appropriate classroom accommodations.

"Under the Commonwealth Disability Standards for Education 2005, all education providers are required to make sure that every student with disability is able to access and participate in education on the same basis as students without disability. This includes a requirement to make or provide adjustments for the student where needed so that they have the same experience and opportunities as their peers without disability. Parents, and where appropriate, students with a disability must be consulted on the personal adjustments that will be provided."

This year X has made significant progress due to the coordination of learning at home, with her specialist dyslexia tutor, classroom teacher and the learning support staff. We would like to see in 2016 a continuation of this cooperation.

Modified letter originally developed by Belinda Dekker, Dyslexia Support Australia November 2015

It would be beneficial for X if her classroom teacher, is willing, to learn more about dyslexia through professional development available through the Australian Dyslexia Association or the Department of Education. It would also be appreciated if the classroom teacher watches the DVD resource OUTSIDE THE SQUARE.

It is extremely important that all staff that have direct contact with x are told of her dyslexia and anxiety and appropriate accommodations. It is in no way satisfactory for a student to be so anxious about a task that she wants to avoid school. Nor should a student be in tears and afraid of a teacher that is suppose to be helping her reading problems because of inappropriate and unprofessional negative comments. Both these situations have arisen in the past.

We do not wish to have a repeat of 2013 when X's anxiety was out of control with school avoidance and significant physical symptoms due to her learning needs not being met, which resulted in 6 months of psychology therapy . In light of this, allocation of Mrs x will be strongly opposed. As you are aware I also request no more involvement from Mrs x due to her lack of understanding of anxiety.

Due to X anxiety disorder it would be beneficial if she is placed in class with appropriate friends as her anxiety is so significant at the beginning of each year it has a substantial impact on her health and ability to learn. Placing X with her friends as peer helpers has been quite a successful learning strategy. X and X are very good at helping her to manage her anxiety inside and outside the classroom.

X is not an independent learner and therefore a composite class is not appropriate.

I will discuss with the Learning Support Teacher and the school counsellor that a meeting is to be arranged in term 4 to facilitate a smooth transition into 2016.

I would like to take this opportunity to thank you and x for your continued support and professionalism in this matter.

Yours faithfully,