

Identifying Dyslexia

Solihull LA's Pathway – a Guide for Parents/Carers

The identification of dyslexia – a specific learning difficulty at word-level – is a complex process which should happen over time, rather than through a one-off assessment. Solihull Local Authority have a team of specialist teachers able to support schools during this process, which is outlined in the table below and based on evidence from the Rose Review, 2009.

If you are concerned about your child's progress with literacy development, please contact the school's SENCO.

Quality First Teaching (QFT)	Assessment and intervention over time
As most children and young people (CYP) with specific literacy difficulties can make good progress in the classroom with 'dyslexia friendly' practices and resources, and without specialist intervention and assessment, the school need to ensure that measures are in place to support reading and spelling development in lessons.	
Initial Screening	
Where concerns are raised regarding a CYP's progress in phonics, reading and/or spelling, school should complete an initial screening tool to identify specific areas of need, in order to ensure that appropriate provision is made in the classroom and in small groups. It may be that the profiling tool identifies other areas of need e.g. fine-motor skills difficulties, wider language difficulties. These will need investigating and ruling out as a cause of literacy difficulties before dyslexia can be identified. If not already the case, you as a parent/carer should become involved at this point.	
Initial Intervention and Support	
Once a profiling tool has been completed it would be expected that classroom strategies and/or resources become more tailored to the individual CYP's learning needs. Additional intervention would also begin, targeting phonics, reading and/or spelling through regular, evidence-based interventions. This should take place over 3-6 months (minimum) and progress monitored/tracked.	

Skills Assessment	Assessment and intervention over time
<p>At this stage more formal assessment is appropriate to ensure that the difficulties being experienced by the child are at word-level rather than with wider literacy and/or language skills. It should also begin to establish the CYP's phonological awareness and processing skills, at a basic level. This can be done in school by a teacher trained in using standardised tests or a specialist teacher from CLD team. Results can then be used to inform further targeted intervention.</p>	
Targeted Intervention	
<p>A pupil's difficulties with literacy will be targeted through regular, frequent, evidence-based multi-sensory interventions, adapted to suit the CYP and with opportunities for overlearning built in to the programme. It would be expected that this intervention is delivered by someone who has undergone suitable training and that it takes place for a minimum of 3-6 months. Clear starting points and progress data should be collated.</p>	
Comprehensive Assessment	
<p>If difficulties persist, a comprehensive assessment of the pupil's abilities and skills by a specialist teacher with an Assessment Practicing Certificate (APC) should take place. The resulting report will be proof-read by another specialist teacher with an APC and will conclude whether or not the pupil's currently presenting profile is consistent with dyslexia or otherwise.</p>	

For further details, please see the full guidance document for schools:

Solihull LA: Pathways to the Identification of Dyslexia, Dyscalculia and Developmental Co-ordination Disorder (Dyspraxia)