

Solihull Specialist Inclusion Support Service (SISS)

Childrens Services and Skills Directorate
Children and Young People's SEND 0 - 25 Service
Solihull Specialist Inclusion Support Service (SISS)

Pathway for Supporting Dyslexia

 [SISS Communication and Learning Difficulties \(CLD\) Team Local Offer](#)



In Solihull, we aim to provide early intervention at both universal and targeted levels, to ensure timely access to specialist advice and assessments where needed to support all students to develop their literacy skills. For some children who do not make sufficient progress through the Graduated Approach, a comprehensive assessment to identify dyslexia may be necessary. This is a complex process that should be conducted over time as part of the Graduated Approach, rather than relying on a single assessment.



What is dyslexia?

Standards and Assessment Committee (SASC) UK 2025 definition of dyslexia describes it as a specific learning difficulty that affects the accurate and/or fluent recognition of words, spelling, and decoding, resulting from differences in the way the brain processes written and spoken language. The full definition of dyslexia can be found [here](#).



The role of the school - providing universal support

To support pupils with the development of literacy skills, the school can offer a range of support which may include:

- Creating a **dyslexia friendly environment** for all pupils.
- Providing **whole school dyslexia training** to develop staff knowledge in identifying and supporting literacy difficulties.
- Ensuring whole school **quality first teaching approaches** include a range of **multisensory learning** strategies and access to **resources that scaffold learning and foster independence**, as outlined in the [Solihull Local Offer](#) .
- Using checklists and observations for **early identification** of literacy difficulties.
- **Collaborating with families** to share strategies and resources that can be used at home and **capturing the views of the child** to shape provision.



The role of the school - providing targeted support

As part of a Graduated Approach, some pupils will require **evidence based targeted support** for a period of time, tailored to the individual, to help them progress with their literacy skills. This may include:

- **Small group evidence-based intervention** led by a trained support assistant or teacher to focus on specific targets that may be linked to:
 - **Attainment:** reading, spelling and/or writing.
 - **Underlying processing skills:** phonological awareness, phonological processing, auditory/visual memory and/or processing speed.
- Referral to **SISS Communication and Learning Difficulties Team (CLD)** for specialised targeted assessments and advice.



The role of the Communication and Learning Difficulties (CLD) team – providing specialist screening, assessment and advice

If literacy progress remains limited following the Graduated Approach, a more formal assessment and review of literacy attainment and underlying skills may be appropriate. This review should ensure that the pupil's difficulties primarily involve processing challenges at the word level, rather than broader literacy or language skills. It should also begin to evaluate the pupil's phonological skills, and basic orthographic skills.

This **Literacy Skills Assessment** can be conducted in school by a teacher trained in using standardised tests or by a specialist teacher from the SISS CLD team. The results should then inform the development of further targeted interventions. A Literacy Skills Assessment must include:

- Single word reading
- Passage reading
- Spelling
- Writing skills and writing speed
- Phonological processing
- Review of interventions and outcomes
- Dyslexia checklist

Following a Literacy Skills Assessment, targeted interventions will be further specialised based on the recommendations provided by the specialist teacher. While the intention is that the pupil will make good progress, a full assessment may be required if the learning of literacy skills remains effortful, or literacy skills remain below that of peers and/or good progress is not achieved. This will be to identify whether there is a specific difficulty such as dyslexia.



The role of the Communication and Learning Difficulties (CLD) team – providing comprehensive dyslexia assessment

If difficulties persist, a specialist teacher with an Assessment Practising Certificate (APC) will conduct a comprehensive assessment. The report, reviewed by another APC-qualified specialist, will determine if the pupil's profile can be described as dyslexia or other learning difficulties. A dyslexia report is a lifelong document that helps the student and relevant stakeholders plan for the future by providing a clear understanding of the individual's strengths, challenges, and support needs.



For more information, visit the [SISS CLD Local Offer](#)
